



φN Z1  
-75V103



THE ROYAL COMMISSION ON VIOLENCE IN  
THE COMMUNICATIONS INDUSTRY

RESEARCH REPORT

EFFECTS OF TELEVISION ON CHILDREN AND YOUTH:  
A DEVELOPMENTAL APPROACH

Gregory T. Fouts

1976



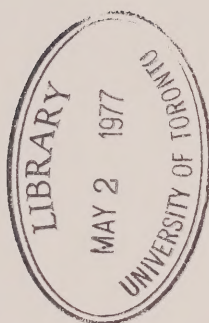
PRE-PUBLICATION COPY

The views expressed in this report are those of the author(s) and do not necessarily reflect those of the Royal Commission on Violence in the Communications Industry, whose conclusions will be presented in its Final Report.

EFFECTS OF TELEVISION ON CHILDREN AND YOUTH:

A DEVELOPMENTAL APPROACH

Gregory T. Fouts





THE ROYAL COMMISSION ON VIOLENCE  
IN THE COMMUNICATIONS INDUSTRY

The Honourable Judy LaMarsh  
P.C., Q.C., LL.D., Chairman

His Honour Judge Lucien Beaulieu  
Commissioner

Scott Young, Commissioner

\* \* \*

Anne Cameron  
Director of Administration


Sheila Kieran  
Director of Public Participation

C.K. Marchant  
Director of Research

\* \* \*

151 Bloor Street West, Room 810,  
Toronto, Ontario M5S 2V5

Telephone (416) 965-4593



Digitized by the Internet Archive  
in 2024 with funding from  
University of Toronto

<https://archive.org/details/31761119699403>

EFFECTS OF TELEVISION ON CHILDREN AND YOUTH:

A DEVELOPMENTAL APPROACH

A Report to the  
PROVINCE OF ONTARIO  
ROYAL COMMISSION ON VIOLENCE  
IN THE  
COMMUNICATIONS INDUSTRY

Gregory T. Fouts

Department of Psychology

University of Calgary

CALGARY, ALBERTA



# TABLE OF CONTENTS

ACKNOWLEDGEMENTS . . . . .	iv
INTRODUCTION . . . . .	1.
Purpose . . . . .	1.
Design of Project . . . . .	12.
Variables Examined . . . . .	12.
Effects Examined . . . . .	24.
Footnotes for Introduction . . . . .	38.
METHOD . . . . .	39.
Experimental Design . . . . .	39.
Phase I: . . . . .	39.
Development of Interviews and Questionnaire . . . . .	39.
Table 1. Areas of Information, Examples of Questions, and Assessment Instruments . . . . .	45.
Procedure for the Home Interviews . . . . .	50.
Phase II: . . . . .	53.
Assessment of TV Reactions . . . . .	53.
Footnotes for Method . . . . .	61.
RESULTS . . . . .	63.
Subjects . . . . .	63.
Training of Coders . . . . .	63.
Analyses of Data . . . . .	64.
Table 2. Descriptive Data for Viewers and Parents Giving Responses in Phase I . . . . .	65.
Table 3. Selected Significant Correlations Among Answers to Questions/Items in Phase I . . . . .	86.
Table 4. Descriptive Data for Viewers Giving Responses in Phase II . . . . .	107.
Table 5. Significant Results in the Comparisons Among Children Viewing Crime, Drama, and Situation Comedies, Phase II . . . . .	115.



Table 6. Significant Results in the Comparisons Among Children Viewing Crime Adventure and Cartoons, Phase II . . . . .	118.
Table 7. Significant Correlations Among Answers to Selected Questions/Items in Phase II . . . . .	121.
Table 8. Selected Significant Correlations Among Answers to Selected Questions/Items between Phase I and Phase II . . . . .	150.
Footnotes for Results . . . . .	152.
DISCUSSION . . . . .	153.
Descriptive Data . . . . .	154.
Actual Test of Effects of TV Programmes . . . . .	166.
Correlations Among Perceptions and Reactions to Televised Contents . . . . .	168.
Correlations Among Variables and Effects in Phase I . . . . .	176.
Effects of Viewing TV . . . . .	199.
Correlations Among Variables in Phase I and Effects in Phase II . . . . .	202.
SUMMARY . . . . .	210.
CONCLUSION . . . . .	218.
REFERENCES . . . . .	220.
APPENDIX A . . . . .	221.
TV Preferences Interview . . . . .	222.
Personal Experiences Interview . . . . .	224.
TV Perceptions Interview . . . . .	227.
Parents' Questionnaire . . . . .	232.
APPENDIX B . . . . .	237.
Letter Sent to Schools . . . . .	238.
Newspaper Advertisement . . . . .	239.
Research Assistant Identification . . . . .	240.

APPENDIX C . . . . . 241.

TV Reactions Interview . . . . . 242.



## Acknowledgements

I would like to thank the children and their parents who participated in this study--for whom this project was conducted. The cooperation of the school principals and help from our coders are gratefully acknowledged. I would also like to thank the help from the dedicated secretaries in the Department of Psychology, University of Calgary--and in particular, the two who did most of the typing of the final draft: Elfrieda Koch and Linda Lamont. Appreciation is extended for the support and suggestions I received from an excellent colleague, Rusty Edgington.

The interest and funding by the Royal Commission on Violence in the Communications Industry, Province of Ontario, are gratefully acknowledged. And in particular, I would like to express my appreciation to C. Ken Marchant, Research Director for the Commission, who did a superior job of organizing and supporting the many projects within the Commission's scope.

And finally--the support of my wife, Gheri, and children, Ben and Corky. Without Ben's and Corky's spontaneous and delightful elaborations and extensions of popular TV characters (this last week we had the "Infinity Man" and the "Bionic Ladybug," respectively, darting around our house), and without Gheri's sensitivity and understanding of us all, this project would not have been as exciting and meaningful to me. Thank you.





## EFFECTS OF TELEVISION ON CHILDREN AND YOUTH:

## A DEVELOPMENTAL APPROACH

## INTRODUCTION

Purpose

The purpose of this project was to assess the contribution of and inter-relationships among variables associated with the family, the child, his/her TV-viewing habits and the possible effects of watching TV. This information was obtained through interviews in the home and after presenting actual TV programmes in the laboratory. Specifically, the categories of variables investigated were

1. Media characteristics
2. Family characteristics/Parental behaviours
3. Viewer characteristics
4. Viewer behaviours/motives associated with TV
5. Viewer perceptions of televised contents
6. Viewer programme preferences

and the categories of effects were

1. Distortion of reality/images of violence
2. Aggressive attitudes and dispositions
3. Sensitization
4. Desensitization
5. Victimization/rationalization.

Assumptions and Approach

The following assumptions and descriptions underlying past research are presented in order to understand the points of divergence which were made in the design and execution of this project. Although this characterization of past research strategies may, at times, overemphasize particular features, it is important to know how the present project differs from

traditional research orientations, and yet complements these past efforts in assessing the influence of television upon the young viewer.

Past research has been very productive in generating new hypotheses and sophisticated experimental procedures, and developing means by which to statistically control for variables which were not of interest to the researcher. It is by virtue of past research strategies that we can now diverge and elaborate, and more closely scrutinize the complexity of the effects of TV. That is, we have rightfully examined the simpler variables and processes and their possible individual effects on the viewer; but it is time to study their mutual contributions and interactions in experimental settings as well as home settings--so that the complexity and ramifications of these effects, their generalizations, and understandings by viewers and their parents be enhanced. Thus, in this light, we shall present some of the typical assumptions and strategies of past research so that their contribution to the present project can be readily appreciated, and ultimately be integrated into the growing literature on the effects of television upon children and youth.

It should also be pointed out that the following discussion and subsequent treatment and specification of goals of this project are presented with a minimum of reference to the literally thousands of relevant studies, chapters, and books. Rather than detailing and listing all that is known about the effects of TV on children, we shall concentrate upon what is not known and why we don't know. Secondly, often researchers avoid the complexities and ambiguities of the phenomena which they investigate by concentrating on single variables and simple effects, thus neglecting the complex issues of generalizability to real-life and recommendations for parents. Certainly we have needed such research, but the point has been reached where there are diminishing returns in terms of time and effort in generating useful and sophisticated information for the public, as well as

theoretical elucidation of the complexity and interactions therein.

Empiricistic vs. Developmental Approaches. Traditional research has been empiricistic, i.e., particular and isolated behaviours have been related to "causal" events by manipulating these events in the laboratory. Such empiricism is extremely valuable in terms of experimental rigor and clarity of relationships, but perforce has weaknesses. In our attempts to find such objective and replicable relationships, we have often forgotten the organism, the viewer. With this emphasis on overt behaviour, it is as if the viewer were used to verify theoretical hunches, rather than using our hunches and theories to understand the processes occurring before and after the viewer behaves. This emphasis highlights a major distinction between the empiricistic and developmental approaches for studying the effects of TV on children. Although some of the distinctions in this section emphasize differences between these approaches, most researchers show varying degrees of shadings between. It is also likely that different issues surrounding the effects of TV can be answered more adequately by one approach over the others. However, the present project was conceptualized, designed and conducted in a manner consistent with a developmental approach, while attempting to incorporate as much empiricism as possible. Let us now examine some of the major differences between empiricistic and developmental approaches to research, so that the complementary nature of the information obtained in this project can be understood.

First, an empiricist is interested in direct relationships (working with units based upon theoretical persuasion, e.g., behaviours, movements) while a developmentalist tends to study and describe phenomena from a more complex view; and as a result, the former focuses on readily observable and stable behaviours and attitudes, while the latter looks for patterns and processes. Thus, an empiricist starts with simple units and assumptions, a developmentalist with the complex. Second, an empiricist is more likely to be inter-

ested in passive (or reactive) behaviours (in the sense that the effects of manipulated stimuli upon behaviours are studied), while a developmentalist is interested in active self-initiated perceptions and interpretations and the processes occurring within the viewer before and during the viewing process (as opposed to just the simple relationship between specific TV content and subsequent behaviour). Third, an empiricist is likely to attribute behavioural change to changes in the environment; whereas a developmentalist believes that change comes from a variety of sources, external and internal, e.g., behavioural change involves past learning, perception and interpretation as well as present perceptions, motives and maturation. Thus, the strategy of an empiricist is to exert considerable experimental control in research, while a developmentalist is willing to let many extraneous variables vary and attempt to find orderliness and patterns despite the natural variations, i.e. the configurations of behaviours and processes are assumed to characterize the viewer rather than the stimulus pattern controlled by an empiricistic experimenter. Fourth, an empiricist is less interested in individual differences but more interested in consistency and support for a theory; a developmentalist is interested in uniformity of behaviours within age and maturational groups and the changes in behaviours across these groups, since patternings of experiences, maturational factors and thinking processes vary with age.

A fifth distinction is in terms of practical issues: paradoxically, empiricists tend to be considerably more activist in attempting to manipulate change in the environment, while developmentalists usually try to enrich and optimize understanding with as little manipulation of the environment as possible. Sixth, an empiricist usually does not ask a viewer what s/he is thinking about, how something is interpreted, or why s/he behaved in a particular manner--presumably because of problems of validity and reliability or lack of interest. On the other hand, a developmentalist sees a child's



point of view as legitimate and wants to see how s/he selects out features of the environment, how it is organized, and how this determines behaviour--and if there are patterns in behaviour, the approach and processes within the viewer are valid and self-evident. Seventh, an empiricist almost exclusively examines one-way influences, i.e., the effect of TV on children, rather than two-way influences, e.g., a child can manipulate and select stimuli from his world to suit his own motives and anticipations, he is an active user and learner, he can turn the TV off and on. A developmentalist is interested in the cogwheeling of processes within a viewer and between a viewer and environmental inputs, how these fit together and determine future learning, while an empiricist usually examines the effects of inputs upon behaviours. Eighth, an empiricist is more likely to examine the necessary and sufficient conditions for behavioural change; whereas a developmentalist might ask whether the behaviour has to occur in the first place and whether it is necessary for growth and maturation, e.g., perhaps TV and imitation in the long run help to accelerate normal growth. Empiricists usually look for immediate or short-term effects. Ninth, an empiricist is likely to use large groups of subjects in order to determine behavioural laws which seem to characterize all people, while a developmentalist is more likely to study individual variation; and from studying many individuals, s/he attempts to formulate their commonalities, being cautious in prematurely developing behavioural and age-related laws. An examination of significant findings in the thousands of empirical research in the last three decades would reveal that the actual proportion of subjects (human and nonhuman) which fit the proposed behavioural laws is probably no more than 70% and frequently much lower, thus ignoring and inaccurately describing 30% or more. A developmentalist would try to account for individual difference. Tenth, most empiricists study performance more than learning, i.e. investigating which variables influence the occurrence of a previously learned behaviour (this is also true for most



"learning" theorists studying various forms of conditioning). In the context of effects of TV, we study violent behaviours in a violent society, rather than the perceptions, attitudes and feelings which are necessary in the acquisition of such behaviours. That is, we have usually studied the products of, rather than the processes within, a violent society.

Weaknesses of Empiricistic/Reductionistic Research in Studying TV Violence. Research dealing with the effects of observing models, and especially televised violent models, has almost exclusively made the assumption that by manipulating (or otherwise assessing) one to three variables, that simple "cause-and-effect" relationships can be found. Several relationships have been investigated, e.g., between various kinds of televised contents and subsequent imitative behaviours (e.g., amount of violence, consequences to aggressor), viewer characteristics (e.g., sex, dependency) and imitative tendencies, viewer predispositions (to violence, for example) and imitative violence. These relationships are useful in understanding the simple effects of a limited number of variables, but do not reflect the multitude of influences and nuances associated with a viewer in the real world. A viewer, in fact, does not see just one programme to which his/her attention is focused by request of a researcher; s/he is not exposed to only the materials seen on TV; nor is s/he isolated from other influences. One of the issues is that simple relationships often do not exist in naturalistic settings, that attempts to reduce the effects of televised violence to one or two effects (which are assumed to apply to all viewers) are unrealistic--since these effects can only exist when researchers eliminate the complexity of real-world influences. Empiricists usually restrict the number, complexity and intensity of variables impinging upon the typical viewer, and by so doing, may be distorting the kinds and magnitudes of effects of televised violence.

The purpose of this project was to examine the inter-relationships among many variables occurring in the naturalistic setting, to examine their mutual

and reciprocal contributions to one another and their effects upon various processes which may occur, e.g., distortion, sensitization, "catharsis."<sup>1</sup> We attempted to study the complexity of the effects and influences at the level of complexity at which they are found in the real world. Therefore, the relationships we sought to discover were between and within the six categories of variables and five categories of effects (each with their individual cases and nuances of interactive influences). To illustrate in the abstract: not only were we interested in whether variable "A" produces effect "1," but whether "A" combined with "B" still produces effect "1," or whether "A+B" produces effect "1" but when variable "C" is introduced, another effect "2" occurs. Similarly, we were interested in whether some subsets of variables elicit competing effects (some of which may seemingly be mutually exclusive, e.g., sensitization and "catharsis"), while other subsets produce no effects or effects which may be complementary (e.g., desensitization and victimization). Thus, the goal was to examine the interactive influences of variables and processes, and to examine under which circumstances these effects were produced--without attempting to reduce and thus distort the complexity of the influences and effects.

Research Settings and TV Violence. The effects of modeling, and to a lesser extent actual television, has been investigated under varying degrees of experimental rigor and control; however, these procedures may predispose and distort processes and effects. For example, in the usual laboratory study in which a televised model exhibits particular behaviours and a viewer is subsequently allowed to play with the materials seen on TV (plus perhaps a few others), it is not surprising to find a considerable effect of viewing a model. This is often erroneously labeled imitation or the effect of modeling; very often it is "stimulus enhancement," i.e., by seeing the materials on TV (and often regardless of how the model played with the materials, e.g., aggressively or constructively), a viewer's attention is

drawn to the materials. And when s/he has an opportunity to play with the materials, by chance s/he discovers behaviours which resemble those of the model. This similarity between a viewer's and a model's behaviour is not imitative, unless it can be demonstrated that the behavioural similarity is due to the observation of the particular behaviour of the model. There is little doubt that a portion of the effects found in laboratory settings are due to the restricted materials and expectations of children rather than reflecting imitative tendencies; thus any generalizations concerning imitation to real-life situations should be viewed cautiously.

In such controlled laboratory settings, the procedures are such that a viewer has few alternate behaviours available and thus sees the contents of the programme; whereas in the home, there are many distractions from viewing the televised contents, e.g., different play materials, siblings and friends talking, changing seating positions. Therefore, the impact of television in laboratory studies will be greater than in real-life. Similarly, the contents seen in the laboratory are typically designed to be attention-getting and attention-holding as well as within the comprehension of a young viewer. This strategy is the result of empiricists focusing on whether children imitate and how to optimize imitation rather than the kinds of contents which may reduce the likelihood of subsequent imitation. For example, actual TV programmes contain an abundance of flashbacks and interruptions of the story line by commercials, while TV programmes in the laboratory rarely if ever have such features which interfere with attention-holding, comprehension and memory--thereby increasing the likelihood of television impact. The generalizability from studies which guarantee attention and understanding of the contents may be of limited value in understanding the impact of TV in real-life.

Another weakness of traditional empiricistic research is that it almost exclusively examines imitative effects, presumably because the observation

and scoring of such behaviours are considerably easier to objectify than are other effects such as distortion, sensitization, and changes in self-esteem. The study of imitation and observational learning has led to the development and understanding of imitative processes; but the exclusive focus on these distort the matrix of processes which can interact with or nullify such a simple mechanism. Thus, generalizations of imitative tendencies may be limited, especially when we examine under which circumstances this effect is assessed, e.g., immediate tests after viewing (thus optimizing accurate memory and reproduction); whereas in real-life, similar situations and materials are usually not present, plus the additional complications of other materials and behaviours being available. Therefore, one should expect considerably less imitation in real-life situations than in the laboratory.

There are many other biases empiricistic researchers have had in their designs and theorizations regarding the effects of TV on the young viewer. For example, the reality of conflicting values presented in different programmes is seldom investigated, e.g., one programme may present a stereotypic female enacting a mother role ("The Waltons") while another programme presents a different role ("Mary Tyler Moore"). Does a young viewer recognize this discrepancy? And if s/he does, how does s/he resolve it? What influence do these various roles have, e.g., do they nullify one another, or potentiate the underlying concept of a female stereotype? The effects of the proportion of portrayed violence to punishments (if any) for the aggressor have been totally ignored, e.g., a programme presenting a total of 16 minutes of actual violence and two minutes of resolution (punishment): will the 8-to-1 ratio have more impact on a viewer in terms of imitation, desensitization or distortion than another programme having a 1-1 ratio?

#### Generalizations vs. Individual Differences Associated with TV Effects.

Traditionally, the social sciences have employed the strategy of studying the "average" person, and in this case, the "average" viewer. This strategy



has been useful in developing procedures and theoretical accounts of simple phenomena. Nevertheless, we are at an important juncture in the social sciences (especially psychology) which is increasingly being mentioned in the personality and clinical psychology literature. It is time to begin examining in detail, the individual differences among viewers, the absence and presence of different processes within different viewers, and the range of effects of numerous variables on different viewers. Astute researchers who have tested hundreds of children have noticed the considerable variation among them while they watch TV and subsequently behave, e.g., some children squirm and others stare while watching TV, some make 50 subsequent imitative responses while others only one or two (if any), some children laugh with the "canned" laughter while others are distracted by it. This list of differences among children can be extended indefinitely--and yet, researchers have consistently failed to examine them, relegating these differences to "error" and lack of experimental "rigor."

Thus, the strategy has been to examine the similarities among children rather than their dissimilarities. We record and develop theories and explanations for the few similarities and ignore the numerous differences on qualitative and quantitative dimensions. We do not study non-imitation, divergence from modeling, the influence of modeling upon creative play, nor the confusion and distortion which may arise from the differences between children's experiences and what they observe on TV. We have focused on imitation and merely measured the amounts of imitation, rather than why these amounts differ across children. It is not surprising to hear oversimplifications by researchers concerning the presumed pervasiveness of imitation of televised violence--that is the only effect seriously examined!

To further illustrate, we have failed to examine differences among introverted and extroverted children and how these personality differences may influence their imitations of violence, or the differences among children



of varying ages in their comprehension and memory of contents, and the differences among parents and their offspring concerning why (motives) they watch TV. Even with this narrow focus on imitation, we have avoided the issue of individual differences; we still don't have a complete understanding of one of the most studied effects in all of the social sciences. The result of this focus is likely the exaggeration of the simplicity and ubiquitousness of imitation of TV violence. That is, if the only effect of viewing violence were aggressive imitation, we would find few nonviolent children and adults, cooperative and sensitive interactions, nor thoughtful and creative solutions to problems. We often forget that violence occurred before the advent of TV or movies. Effects such as "catharsis," entertainment, education, and sensitization/desensitization can nullify imitative tendencies.

Still another result has been the oversimplification of the viewer, especially the child viewer. This is, in part, a consequence of the belief that children are "miniature adults" or "animal-like." It is assumed that children basically do not evaluate, do not selectively watch TV, that they do not recognize discrepancies, that they have primitive repertoires of thinking and behaving. Of course, the younger the child, the less the qualitative complexity; but we neglect his/her complexity altogether. For example, it is known that infants recognize discrepancies within the first year of life; children acquire evaluative labels well within the first four years; their repertoire of complex behaviours (including language) is very sophisticated by the age of five. Researchers dealing with the effects of TV have almost exclusively been trained as social scientists, whose experiences and theoretical formulations have been based upon adult and/or animal research. There is a paucity of researchers who have expertise and/or training in developmental approaches in studying the effects of TV and who are sensitive to the differences among young viewers' varying abilities (e.g., cognitive, emotional, social). And consequently, the effects which have been investigated have

been assumed applicable to all viewers--where, in fact, it would be surprising that they apply to any majority of children, youth and adults!

Now that we have some understanding of the issues and assumptions associated with this project, i.e., the purpose was to complement the present literature through a developmental approach, we may now discuss (a) the design of the project, (b) the variables which were examined and why, and (c) the possible processes and effects associated with exposure to TV, especially violent contents, which may occur in the young viewer.

### Design of Project

There were two phases: Home Interviews and TV Reactions. The home interviews of children were extensive and intensive, and assessed several variables (e.g., selected media characteristics, family and parent characteristics, viewer characteristics, motives for watching TV, viewer programme preferences and perceptions) and effects (e.g., aggressive attitudes, distortions, sensitization, desensitization, and victimization). The assessment of TV Reactions, several weeks later, consisted of presenting one of 16 popular TV programmes to a child (the programmes varied in kinds and amounts of violent contents), and subsequently interviewing each child concerning his/her perceptions and reactions.

### Variables Examined

Media Characteristics. Selected media characteristics were examined, e.g., attention-getting and attention-holding properties (e.g., level of sound, colour vs. black/white TV, how close viewers sit), understandableness (e.g., whether children can remember aspects of programmes, understand sequences of events), number of working TV sets in the home and locations (e.g., bedrooms of children), channels and programs available (e.g., cable vs. noncable). Also families which had no TV sets were recorded, and the parents were asked to give the reasons for having no TV in the home.

Media characteristics were chosen so as to ascertain the variations in

availability, attractiveness and comprehension of programme contents to children, and their correlation with programme preferences and the impact of TV (impact is used as a summary term covering all possible effects).

For example, questions such as the following were to be answered:

1. By adding another dimension of reality (colour), is the impact of TV violence greater than black/white programmes?
2. By having a television on throughout the day, and having many sets available, do children watch more or less TV?
3. Does having a TV in the bedroom increase a child's watching and influence his motives for watching, e.g., watches while being punished, to escape from interacting with others, while falling asleep?
4. Does having more programme variety (through access to cable stations) increase watching and/or programme selectivity? Does this variety produce different kinds of effects of watching violence?
5. Is much of the violence that children watch beyond their abilities of comprehension and memory, e.g., too complex or too simple and boring? Do children have to understand contents in order to be influenced?
6. Are children who are "enveloped" by a TV programme (e.g., who sit very close and prefer loud volume) more influenced by what they see than those who are not?

Family Characteristics/Parental Behaviours. Characteristics such as the following were examined: number, ages and sex(es) of siblings living in the home, presence/absence of either parent, occupations of parents, other people living in the household, parental encouragements/discouragements of watching TV, who decides to watch which programmes, are there programmes of which parents disapprove, whether parents make use of "parental discretion" warnings, whether parents and children watch programmes together, the programme preferences of the mother and father, relationship of a child with his/her parents (e.g., warm, parents understand child).

These and other characteristics were chosen so that the variations in the family structure, relationships, and child-rearing patterns could be assessed and correlated with the TV preferences and impact of various contents of viewing. For example:

1. Is the size of family and presence/absence of a parent related to the impact of TV violence?
2. Are parents' programme preferences related to their children's preferences?
3. In what way(s) are parental encouragements and discouragements of watching TV related to the impact of TV on a youthful viewer?
4. Do parents actually use the "parental discretion" warnings and how is this related to programme selectivity of a child?
5. When families watch programmes together, does this increase or decrease the impact of TV?
6. How does the quality of parent-child relationship influence the programme preferences and effects of viewing violence?
7. Do children learn through example and rewards from parents to be victimized by TV?

Viewer Characteristics. Several characteristics of viewers were assessed, e.g., age, sex and birth order; degree of introversion-extroversion, activity level, school grades, aggressive predispositions and behaviours, sociability, other sources of learning (e.g., reading, talking with others), motives for watching TV. These and other characteristics were assessed and correlated with viewer programme preferences and the possible impacts of watching TV for the following reasons: (a) to examine how viewers differ in their preferences and impacts, i.e., individual differences, (b) to examine the overall pervasiveness of programme preferences and impacts, i.e., generalizability, (c) to determine which kinds of viewers might be "at risk" by viewing violent contents, i.e., those who might be more adversely influenced



in an anti-social manner, and (d) to provide information which would help design instructional materials for parents, educators and personnel within the TV industry concerning those viewers who might be adversely affected by certain contents.

Some of the questions which were specifically formulated in the assessment of viewer characteristics were these:

1. Are extroverted and social children more likely to watch programmes with others? Are their programme preferences influenced more by their peer group than parents?
2. Do introverts watch TV as an escape from anxiety in social situations?
3. Are introverts and extroverts differently affected by various contents, e.g., are introverts more likely to recognize subtle forms of violence than extroverts?
4. Are children who are active and impulsive more likely to spontaneously imitate the aggression seen on TV? Are introverts likely to be sensitized and become inhibited further?
5. Do boys and girls differ in the impact of various forms of observed violence, e.g., are girls more influenced by verbal aggression (due to better verbal skills) and boys more by physical aggression (due to cultural stereotypes of male aggression)?
6. Are children of differing ages and intelligence influenced differently by televised violence, e.g., are subtle but psychologically intense forms of violence (as perceived by adults) recognized by young children and/or do they have impact?
7. Are those children who have aggressive dispositions those who have programme preferences for violence, and/or those who are more influenced, e.g., watch to learn skills and techniques of perpetrating violence?
8. Do those viewers who have a balance of learning sources (e.g.,



reading, talking with others) watch TV less and consequently are they less influenced by its contents?

9. Are those youthful viewers who have many social contacts, and thus feedback for their own aggressive predispositions (e.g., having learned prohibitions associated with aggression), less influenced by TV violence?

10. How do children's motives for watching TV, and especially violence, influence their preferences and impacts of what they see, e.g., if a child watches for entertainment, is s/he less likely to become aggressive than those who watch when they are angry and wish to be alone? Are those who watch to discuss the contents with friends more or less influenced than those who watch to escape from boredom? Are those who watch TV when lonely more likely to watch "escapist/fantasy" programmes more than violent programmes? Are those who have the TV on while doing homework or as "background noise" less influenced by TV than those who watch for particular contents? Are those viewers who watch the same violent contents as their parents (e.g., to experience the same emotions and as a topic of discussion) more likely to have aggressive dispositional changes and distortion of reality?

The numerous examples provided above and many other questions reveal one of the major emphases of this project, i.e., the motives for watching TV may be just as important (and for some viewers, more important) in determining the impact of TV as the contents they watch. For example, as children mature, their abilities for anticipation, recognizing and formulating plans of action improve; therefore, their motives and anticipations for watching may be important determiners for programme preferences and which courses of action they may subsequently adopt. To illustrate: society makes allowances for motives and "extenuating circumstances" for adults; people deliver pain for nonaggressive motives (e.g., dentists, parents spanking). Therefore, it is important to know for which ages and with which particular children, seemingly aggressive behaviours (i.e., they hurt others) are aggressively

motivated versus assertively and nonaggressively motivated (i.e., wishing to control others). Thus, it may be the case that TV violence may increase behaviours which hurt others; but due to the child's lack of maturity, experience and cognitive skills, s/he may not be intentionally aggressive but manipulative--but with entrance into adolescence and adulthood, these seemingly aggressive behaviours drop out of their repertoires due to increasing cognitive, emotional and social growth. The implication is that although children may temporarily become "aggressive" due to watching TV violence, these behaviours may drop out as soon as they realize the prohibitions and guilts associated with them (in part, through the development of empathy). To exemplify: most boys in our society (and some smaller proportion of girls) learn to physically hurt others during play and sports; they learn that hitting another results in some kinds of success (e.g., obtaining toy, eliminating a frustration--this is called instrumental aggression, i.e., the motive is to obtain something other than hurting another). But by adulthood, most aggression of this kind drops out, i.e., the majority of males do not hit each other (although other forms of instrumental aggression may be used). On the other hand, emotional aggression (i.e., the intent is to hurt another, to gain satisfaction from another's pain) may increase with age; and in our society, these forms often take the form of verbal attacks, sarcasm, and the "silent treatment." Thus, important issues are (a) does learning instrumental and physical aggression influence future psychological and emotional forms of aggression (the small amount of literature would seem to indicate that they are not highly correlated), and (b) do we spend an inordinate amount of research time and effort examining the overt and instrumental forms of aggression (as usually depicted on TV) which for most viewers drop out "naturally" with age and experience, while ignoring those forms which may be the most damaging psychologically. For example, which produces the greater "pain"--a hit on the back or to be called a "name?"

Which hurts more: physical or psychological aggression? By focusing on the simple and overt forms of violence, we ignore other important sources of violence. These are some of the issues and questions with which a more developmental approach attempts to deal, and which are further elaborated upon in the next section.

Viewer Perceptions. The recognitions and perceptions of various contents as violent and nonviolent (or aggressive and nonaggressive) as well as the perceptions of alternative actions, the consequences of violence, and who is hurt, when and why--have seldom been investigated in the context of television impact. Similarly, whether the violence on TV is "real" to the viewer or merely "out there" or fantasy may be of considerable importance in understanding programme preferences and the impact of TV violence upon the young.

Since 1974, the principal investigator<sup>2</sup> has been assessing various forms of aggression directed toward minority groups, usually in the form of stereotyping and discriminatory practices. These behaviours have been labeled as aggressive since they wittingly or unwittingly produce physical and/or psychological pain in victims. In this context, usually the more overt forms have been investigated. Let us briefly outline several forms of aggression which may occur (and those which Williams, Zabrack and Joy have now included in their analysis of programme content for the Royal Commission).

The forms of aggression vary in their effects upon a victim; they vary in their emotional impact and opportunities of a victim, and the likelihood of their observation (and thus remediation). Most forms of aggression studied by social scientists as well as TV violence are active, i.e., behaviours and attitudes directed toward a particular person or object. However, the passive forms also exist, i.e., these are characterized by the lack of behaviour and/or the blocking (frustrating) of a victim, e.g., the "silent treatment," intentionally being "cool" when the other person is excited in order to give the impression it isn't important. But by virtue of the behaviour not being

overt (in the usual sense), there is greater difficulty in recognizing that aggression occurred; thus there is greater "safety" for a perpetrator through a lower likelihood of retaliation. And as a consequence, a perpetrator has fewer opportunities to be made aware of these behaviours, sensitized and to change his/her aggressive behaviours. Another dimension of aggression is that of being direct or indirect, i.e., it can be directed toward a person, or it can be indirect in the sense that other people or means are used to mediate its effects, e.g., hitting a person vs. passing a rumour about him/her, calling a person a name vs. tattling on him/her. And similar to passive forms of aggression, indirect forms are usually "safer," especially when a perpetrator insures anonymity.

Instrumental and emotional aggression have already been discussed; but it should be reiterated that these forms probably change with age and experience of a child. And regardless of which form, aggression may be expressed in terms of physical pain (e.g., through the use of weapons or body to deliver physical pain) or psychological pain (i.e., pain in terms of feelings and self-esteem). And to the degree that instrumental and emotional forms change with age, it is likely that physical and psychological aggressions change. For example, most children shift from physical to sophisticated verbal forms such as innuendoes and double-entendres. Our society successfully legislates against physical and overt forms of violence, usually in the form of crimes, but often avoids legislating against forms of psychological violence (there are exceptions, of course, e.g., slander, forms of fraud). For example, the use of sex against a person as a means of power and control in the rape situation is legislated against, but the use of sex in a passive aggressive situation (where one person withholds intimate relations with a person to hurt and manipulate) is scrupulously avoided. To put this distinction in the TV context, parents as well as researchers are considerably more interested in and upset about physical than psychological violence, e.g., they spend



more of their time counting the number of robberies and murders than the number of times Archie Bunker and Kojak resort to name-calling and attacks on self-esteem.

Although it is likely that the preponderance of violent episodes involve physical, direct, active and instrumental forms, information is needed concerning the recognition and impact of subtle and psychological forms, e.g., a viewer who perceives Archie Bunker as aggressive: is s/he less likely to watch, less likely to use that form of aggression than a viewer who is entertained? This is particularly important for a young viewer, whose ability to recognize, understand motives, and remember subtle forms is more limited than older viewers. The so-called "time-bomb" hypothesis (children see thousands of overt aggressive acts by mid-adolescence and therefore, may "explode" into violence) makes the dubious assumption that children perceive and remember the acts as aggressive and useful, and when confronted with a frustration, will call upon their recalled aggressive repertoire to solve the problem. There is little evidence for this assumption. What is perceived as violent by adults may not be seen as violent by children and young adolescents. And this difference is quite likely to be multiplied when the form of aggression is passive, indirect and psychological, e.g., physical aggression, by virtue of its overtness and programmed consequences on TV, is more likely to be perceived as violence than name-calling or tattling. One hypothesis of the principal investigator is that children may learn to inhibit the more overt and physical forms of aggression as they gain experience and mature, while the subtler forms observed on TV may continue to be imitated, due to little or no discouragement from others because of their covert nature and their success. This hypothesis would account for adults using more psychological and verbal forms of aggression than children. It is interesting to note that the TV audience is presented more child-like forms of violence as a form of entertainment; this "entertainment" value may be derived from the



psychological "distancing" between childhood memories and present adult perceptions.

Another issue associated with viewer perceptions is the consequences of violence. Several studies have reported that when children see aggression punished, they tend to inhibit their own imitative aggression.<sup>3</sup> However, these studies may have little resemblance to real-life effects because (a) most of the punishments presented on TV are "sanitized," i.e., do not show pain cues and/or are less intense, (b) the punishments depicted are beyond the comprehension or have no emotional meaning for a young viewer (e.g., does a six-year-old really understand the psychological pain associated with incarceration?), and (c) the principal investigator's own observations that children receiving direct and painful experiences may (and often do) imitate the previous behaviours (e.g., children imitate doctors giving shots, they imitate spankings that they or others receive). Therefore, the memories and emotional impact of observed punishments must be assessed; for if there is no impact, i.e., no resultant inhibition, the TV code of ethics to which many producers adhere is inconsequential for the young viewer.

Associated with the previous issue is whether children of differing ages and experiences accurately perceive people being hurt through various forms of aggression, and whether they can recognize the motives behind violent behaviours. For example, it may be hypothesized that if a young viewer understands that a criminal is shot because he is resisting arrest, the likelihood of subsequent imitation of law enforcement violence (in the line of duty) is less than if such understanding were absent. Also, can children recognize the shadings and forms of violence, regardless of the context (e.g., situation comedies, crime shows), or is the context just as important an ingredient of their interpretation of behaviour as the motives and consequences?

An issue associated with perception of violence on TV relates to whether a viewer "distances" and interprets the violence as "out there,"

"pretend" or fantasy. That is, if TV violence is intellectualized, distorted, and/or reinterpreted, it may have little or no emotional meaning and impact. Parents have often complained to the principal investigator regarding the violent nature of many cartoons, especially when their 4-6-year-olds mimic the behaviours. We have discovered that by pointing out to a child that "that behaviour on TV is 'pretend' but in our home it isn't done" (i.e., teaching a discrimination between "not real" and real in the home), the imitative aggression usually decreases. On the other hand, it may be argued that if an older child overgeneralizes and "distances" television depictions of violence in our society, s/he may become desensitized and say, "That can't happen to me," "That isn't my problem," or "That doesn't hurt." Thus, an examination of viewer perceptions, and especially those associated with age and experiences, is necessary; and if there are shifts in perceptions and their associated impacts, then the implications for programming for children of different ages becomes increasingly important.

Some of the questions dealing with viewer perceptions and their relationship(s) with the impacts of TV were the following:

1. At which ages do children recognize aggression in its various forms? At which ages do children recall who was hurt, why they were hurt, and the consequences of violence?
2. Do different forms of viewed violence have different impacts upon different viewers, e.g., are girls and boys more influenced by verbal and physical forms, respectively? Are introverts and extroverts more sensitive to and affected by psychological and physical forms, respectively?
3. How are the various forms of violence on TV intercorrelated with the total impact on a viewer, e.g., if a viewer sees a wide variety of violence, is s/he more likely to become sensitized or desensitized than a viewer seeing one kind of violence?
4. Are viewers who watch violence for entertainment (positive affects),

as opposed to those who empathically feel the hurt of victims, more/less likely to avoid violent programmes? Is watching for entertainment related to sensitization/desensitization?

5. How are the motives for watching TV correlated with their perceptions of what is violent, e.g., is a viewer who recognizes name-calling as aggression more likely to watch verbally aggressive programmes in order to learn techniques, or less likely through sensitization? Is a viewer who is angry and watches TV, more likely to watch violence; is s/he likely to suggest aggressive solutions to problems?

6. Should producers make consequences of violence more realistic and meaningful?

7. Do children make the distinction between punishment (aggressive retaliation for violence, i.e., instrumental) and emotional aggression?

8. Do the perceptions of violence relate to fantasies and dreams of the viewers? Do they produce nightmares?

9. Do some kinds of violence scare or frighten a viewer (have emotional inhibitory impact), while others are enjoyable (not inhibitory)? Are the kinds of emotions elicited by violence related to inhibition and disinhibition of aggressive tendencies? Is fear enjoyable for children of differing ages?

These and many other questions regarding the inter-relationships among motives, viewer characteristics, programme preferences, and their perceptions, and consequent impacts were derived during the design of the project.

Viewer Programme Preferences. Underlying the previous discussions has been the assumption that the preferences, the amounts watched and degrees of "liking" for programmes would be assessed. Such measures of programme preference are an essential ingredient in assessing the impact of TV on a viewer because it is likely that the greater the desire to watch and/or actual viewing of violent contents, the greater the impact. Thus, the

following areas were assessed: (a) kinds and number of programmes watched, e.g., crime, crime adventure, family programmes, situation comedies, cartoons, children's shows; (b) how often these programmes were watched; and (c) how much they were enjoyed. Other kinds of data which were obtained were (a) the kinds of programmes viewers recognized as violent, (b) the kinds of TV violence (physical, psychological) viewers reported seeing and preferred, and (c) the motives which viewers attributed for the violence (e.g., accidental, criminal, interpersonal conflict resolution).

Some of the questions directly related to programme preferences, which haven't been previously mentioned, were these:

1. Is the quantity (number of violent programmes watched) and/or the quality of violence (kinds of violence watched) more influential in producing effects?
2. How is the enjoyment of watching violence related to the impact on a viewer?
3. Is the proportion of time viewing violence compared with other programmes more important in producing effects than the amount of violence viewed, e.g., is a child who spends 50% of his/her time watching violence more likely to be influenced than a youngster who watches the same programmes but they only constitute 10% of his/her viewing time?
4. Is the number of violent acts observed and recognized as violence related to the impact, or is it the kind of violence?
5. How are the motives and consequences for violent acts and the context in which they occur related to the impact of violence, e.g., perhaps cartoon violence produces a greater impact, since a young child may not recognize that such fantasy violence actually produces pain when re-enacted?

#### Effects Examined

In providing the rationale for studying several variables associated with watching television, numerous effects have been mentioned, generally



referred to as the "impact" upon the viewer. In this section, several possible effects are described--keeping in mind that these effects may differ from child to child and perhaps even within the same child, depending upon the kinds of programmes watched and the situations in which a viewer finds him/herself.

There were two major ways by which the effects of TV were assessed:

(a) by correlating viewer responses in the intensive home interviews, (b) by comparing responses before being shown one of several categories of programmes (e.g., crime, cartoons, situation comedies) and after viewing the programme, and (c) by comparing the reactions of viewers among the various categories of programmes which they had just viewed, e.g., by examining the perceptions, comprehension, emotions and attitudes associated with crime vs. situation comedies. —

Changes in Images of Reality and Violence in Society. Considering the fact that the average child spends more than 12,000 hours in front of a television before the end of his/her high school career, it was expected that his/her images, perceptions and attitudes of what society is and the extent of violence in our society would be influenced. S/he is exposed to cultures, behaviours, attitudes, values and information to which s/he would not normally be exposed. And depending upon a viewer's programme preferences and the atmosphere created by the family and peers, his/her images of reality may change; they may more closely approximate reality, or they may in varying degrees be discrepant with reality. The three areas of distortion which this project attempted to study were (a) middle class norms/expectations, (b) sexual stereotypes, and (c) images associated with violence.

As children gain more experience and acquire increasingly more complex and abstract mental processes, their abilities to recognize norms and to compare themselves with these norms improve. These abilities are especially evident during early adolescence, where their world is more a world of "possibility" than "reality," e.g., much time is spent daydreaming, wishing,



thinking about "what if's." Therefore, the images presented on TV may be particularly important, since programmes present many types of people (real and stereotypes), realistic as well as unrealistic solutions to problems, and situations with which a viewer would not normally come into contact. On the other hand, a younger child, by virtue of his/her concrete and increasingly logical thought, may merely accept the world as depicted on TV without questioning (although there may be a great deal of fantasizing). Thus, all ages may be influenced, but for different reasons, i.e., younger children may have distortions because they do not compare and evaluate, while young adolescents may spend too much time in wish-fulfillment fantasy which TV feeds. Some of the areas this project attempted to tap were these:

1. Do children view homes on TV as nicer than their own homes? Are children on TV perceived to have more material belongings than viewers?

2. Do viewers perceive children on TV having more friends and being happier than themselves?

3. Are these comparisons related to the age of a viewer, the socio-economic status of the family, and his/her own social maturity?

4. Are these comparisons related to the types of programmes s/he watches, their motives for watching (e.g., escape, wish-fulfillment, loneliness)?

Several recent studies have investigated sexual stereotyping on television<sup>4</sup>; such findings as women being cast in sexual, romantic and family roles more often than men, women being characterized as subservient and silly are common. Alternatively, men are over-represented in high prestige occupations and power-oriented positions such as law enforcement. In this project, attempts were made to assess some aspects of sexual stereotyping associated with a viewer's favourite characters (by asking whether these characters were smart, strong, exciting, ever get hurt, etc.). Three additional comparisons were made between popular TV characters: comparing the

Bionic Woman with the Six Million Dollar Man (who are equated in strength and intelligence) by asking who is the stronger, happier, smarter, etc.; comparisons between Archie and Edith Bunker and Sonny and Cher were also made.

Examples of some of the relationships of interest were these:

1. How is a viewer's liking of a programme related to stereotyping characters, e.g., does s/he like programmes which present stereotypes?
2. Do preferences for stereotyped characters change with age, or vary according to sex of a viewer, his/her intelligence or parents' socio-economic level?
3. Do viewers' programme preferences for sexual stereotypes mirror their parents' choice of programmes?
4. Do parents discourage watching programmes which present stereotypes?

The largest concentration of assessment of images of reality was in violence: (a) stereotypes associated with police and criminals, (b) distortions in the incidence and kinds of violence they believe exist in their community, (c) distortions associated with the reality of the legal system and punishments for violence in our society, and (d) violence as an appropriate means of conflict resolution. Police and criminal stereotypes are important because (a) stereotypes may influence a child's ability and desire to seek help or avoid violence, (b) a child may fail to recognize violence because particular types of people engage in it (e.g., police), and/or (c) stereotypes may produce feelings of helplessness or admiration associated with violent persons. Therefore, questions dealing with characteristics of police and criminals as seen on TV were developed, e.g., "Are police (criminals) on TV happy? Help people? Strong? Smart? (etc.)" "Have you ever talked to a real policeman (policewoman or Mountie) or real criminal?"

Distortions in the incidence and kinds of violence in a viewer's community may be influenced by the stereotyping presented on TV; and as a result, feelings of helplessness and/or tolerance may be engendered. Unrealistic fears may

occur and result in avoidance of the usual socialization experiences such as playing in the neighborhood. Therefore, questions such as the following were asked: "In our city, Calgary, guess how many shootings there are every week: None? 1? 5? 10? 50? 100? 1,000? or 10,000?" and "How many fights are there every week where people really get hurt?"

Distortions associated with the legal system and the attractiveness of punishments were assessed. Many of these issues have been previously discussed under the rubric of "Viewer Perceptions," in terms of understanding TV contents. Nevertheless, several additional questions were asked concerning the attractiveness of crime and punishments, e.g., "Would you like to stay in jail for a week?" "Would you like to be chased by the police?" "Does a criminal like jail?" Questions associated with the effectiveness of punishments and the legal system were also asked, e.g., "After a robber is sent to jail, and he finally gets out: what does he do?--Does he steal again? Go to school? Get a job?" Other questions associated with "Viewer Perceptions" were relevant, e.g., recognizing punishment, and were examined in this context.

One of the most neglected areas of research in images of violence is the possibility that viewers may form the belief (and it is constantly reinforced by the continuing popularity of crime-oriented programmes) that violence is either the appropriate way to solve interpersonal conflicts or is justifiable (i.e., it works). One way to objectify such impressions is to interview viewers, in depth, concerning how conflict resolution is handled on television versus how at home in real-life. Therefore, several conflict situations were posed to viewers, both in the home interviews and the TV Reaction context (after viewing a programme). To illustrate:

"If someone called you a name, what would you do?"

vs.

"Here are some things you have probably seen on TV. Can you tell me

what usually happened? If a man called his wife a name, what would she do?"

Several questions were also asked in terms of characterizing people on TV, and these characterizations were compared with their descriptions of people they know:

"On TV: Do people like each other? Talk a lot? Usually yell at each other? Usually understand each other? Tell how they feel inside (etc.)?"

vs.

"Have you ever seen people: Hurt each other's feelings? Yell at each other? Tell how they feel inside (etc.)?"

Changes in Aggressive Attitudes and Dispositions. Actual behavioural changes in young viewers subsequent to viewing violent contents, either in the laboratory or in the home environment, were not assessed, since numerous studies have done so (although their accuracy may be challenged). Of interest in this project was whether viewers' attitudes and suggestions for conflict resolution would be influenced by watching various kinds of TV programmes, e.g., when confronted with the following situation, how will a viewer after watching violence (e.g., "Streets of San Francisco") compare with one viewing a situation comedy (e.g., "Laverne and Shirley"): "When two kids are teasing each other, hurting each other's feelings, what should they do?" "When there are two kids but only one swing, what should they do?" Such information should provide conflict resolution as typified in the home, those perceived on TV, and the immediate effects of various kinds of programmes.

Before and after (observing a programme) comparisons as well as comparing reactions between kinds of programmes were possible for assessing attitude changes. Such comparisons were made in the following areas: (a) problem resolution for situations associated with a viewer, (b) conflict resolution associated with others, and (c) aggressive attitudes about violence. A viewer's resolutions of problems for him/herself and others were assessed, in part, by open-ended questions about particular situations, e.g., "If you



saw two kids fighting, what would you do?" "When two kids are mad at each other, what should they do?" And their answers were scored in terms of types of strategies, e.g., physical or psychological aggression, intervention by others, finding nonaggressive solutions, etc.

Viewers' aggressive attitudes and solutions toward violence in society were assessed after viewing different kinds of programmes by asking questions such as the following: "If a burgler is breaking into someone's house, is it all right for the owner to shoot him?" "Should all criminals be punished?" "Should killers be killed (believe in capital punishment)?"

Some of the general issues associated with attitudinal and dispositional changes were these:

1. Is the magnitude of change influenced by the age, intelligence, personality and sociability of a viewer?
2. What contributions do the motives for watching TV and their preferences for programmes have on such changes?
3. Does the socio-economic level, number of family members, and the presence/absence of a parent influence the magnitude of change from seeing various kinds of programmes?
4. Are there viewers "at risk" in terms of magnitude and quality of attitudinal and dispositional changes?

Sensitization. Sensitization refers to increased awareness (and vigilance) and mobilization (preparedness and protective behaviours) associated with agents (or presumed agents) of violence, due to exposure to actual or televised violence. The processes underlying these defensive and protective behaviours and attitudes have received little research attention, but can be speculated to be analogous to defensive and avoidance behaviours investigated in other areas of research. For example, the arousal from fear may energize dominant defensive or escape behaviours; a child may learn that when aroused, his/her perceptions of possible dangers improve. Arousal may be interpreted



as a positive effect (e.g., excitement) which perseveres. Through increased arousal, inhibitory mechanisms may be overcome and replaced by assertive (and perhaps aggressive) behaviours. Exposure to violence may elicit other associative thoughts and increase interest in the situation. The lowering of physiological thresholds to perceive stimuli (including pain) has been suggested. Regardless of the process(es), such sensitization effects in children have not been investigated. It would seem important to know at which ages such effects are possible, since it would be expected that greater cognitive and emotional abilities would facilitate such sensitivities.

In the present project, such effects were assessed through the home interviews as well as comparing children's responses before and after presentations of violent and nonviolent programmes. Questions such as the following were explored with children throughout their participation in the project, and correspond to the two categories mentioned previously.

Awareness: "Is our city a pretty dangerous place to live in? Do you ever think there is a burglar trying to get into your house? Do you ever get scared when you go outside alone after dark?"

Mobilization: "Would you like to own a real gun? Would you like to learn karate or kung fu (or have already learned)? Do you or your parents lock your doors before you go to sleep? Do you put away your bicycle at night so that someone won't steal it? Do you ever dream at night about things you've seen on TV? What?"

One aspect of sensitization is the increased awareness of where to learn about criminal/violent techniques; and this was assessed by asking questions such as the following: "Have you ever shot a real gun, like a pellet gun, B-B gun or a rifle?" "If you wanted to know about guns, knives and bombs, would you look at a book? Ask a friend? Ask parents? Watch TV?"

These questions and others regarding the products of sensitization pro-

cesses within the viewer were asked so that several broader issues and their inter-relationships could be examined; for example:

1. Is the magnitude of sensitization through watching TV related to the amount watched and programme preferences?

2. Are there particular ages of children which are critical in the development of sensitized viewers? For example, 9-13 years may be an important period, since at this time there are significant cognitive and emotional changes occurring, and the watching of TV may potentiate or in some manner magnify these changes.

3. Are viewers who are nonaggressive and come from families characterized by warm and mutually supporting relationships more likely to be sensitized?

4. Different kinds of sensitization, e.g., awareness and mobilization, may occur between and within children differing in kinds of experiences and characteristics, e.g., for some viewers, awareness and vigilance may be high, but through a pattern of family variables, they do not become overly defensive and protective.

5. Children of varying levels of introversion-extroversion and activity levels may have quite different levels and/or forms of sensitization.

6. The motives for watching programmes which have the possibility of sensitizing may differ from viewer to viewer, e.g., some viewers may watch to become aware of criminal techniques so that they can better prepare for the eventuality of violence; arousal or fear may be exciting (positive affect) for younger viewers, while for older viewers who recognize the dangers more clearly, the arousal may be unpleasant.

Desensitization/"Catharsis." This effect is in many ways the obverse of the previous discussion of sensitization. It is not known, however, whether the processes are the same as in sensitization but operate in an opposite manner (and direction), or the absence of one process results in an antagonistic opposite process, or the absence of one process is merely judged

as the presence of an antagonistic process. That is, present-day theories do not distinguish the effects produced by processes which are antagonistic vs. the presence and absence of a single process. Before discussing the examples of particular questions (many of which were the same for assessing sensitization) and the broader theoretical and individual difference issues, let us briefly discuss some of the mechanisms underlying desensitization and the issue of "catharsis."

Desensitization usually refers to a decrease in emotional responsiveness due to repeated presentation of the stimuli which produce aggressive feelings; whereas "catharsis" has usually referred to decreases in aggressive behaviours due to engaging in that behaviour (either actually or symbolically). Without going into the considerable and lively debate concerning the usefulness of the "catharsis" term and the presumed mechanisms which have been suggested for decreases in aggression, let us briefly outline several mechanisms<sup>5</sup> which singly or in combination may account for decreases in aggression due to repeated presentation of stimuli and/or behaviours. We shall avoid the terminological obfuscation surrounding such decreases in aggression by using the term "desensitization" as a generic name to refer to decreases during and/or subsequent to repeated presentations of stimuli (and behavioural stimuli).

Decreases in violence after observing violence may be due to distraction, i.e., the programme distracts a viewer from his/her personal concerns and anxiety. It is likely that any content which is attention-getting and attention-holding can serve as a distractor; therefore, the decrease in aggression is probably independent of content, thereby not strictly falling under the rubric of desensitization. Second, emotional and/or intellectual fatigue from repeated presentations should produce, at least, temporary decreases; and when there are no subsequent events which reward or otherwise reinforce the hostility (or anxiety) during the presentations, this is analogous to temporary extinction of a response. Third, subsequent decreases may be the

result of feelings of guilt or feeling sorry for a victim. Fourth, some temporary decreases would be expected if retribution feelings were manifest, e.g., "He got what he deserved." Fifth, while watching violent content, a viewer may reinterpret and/or think about solutions other than aggressive ones, and subsequently enact them (this is analogous to symbolic counter-conditioning). Sixth, through watching violent scenes, and especially when punishments are involved, a viewer may have increases in inhibition associated with the violent settings and acts, perhaps through fear of retaliation or discovery.

As a result of one or more of these mechanisms, a viewer may show a decrease in appropriate emotionality (e.g., anger, fear) to violent behaviours. This may lead to increased tolerance towards violence, one form of which may be the need to see progressively more violent scenes to experience the same level of emotional arousal previously felt. It may result in the replacement of typical emotions associated with violence by emotions such as laughter; this may be particularly likely with male viewers, since society continues to promote and train boys to alter and deny emotions which are deemed "unmasculine," e.g., laugh in the face of danger, denying pain when hurt.

Similarly, as decreases in emotion occur while viewing violence, "distancing" may occur, i.e., the emotion is perhaps on the screen, but not in the viewer. And finally, with either the absence of an appropriate emotion or by its replacement with a competing emotion, beliefs of helplessness, expectations of high crime rates and changes in behaviours may occur.

Questions additional to those mentioned under "sensitization" were these:

"Do you sometimes like to see: People fighting on TV? People get angry on TV? People calling each other names on TV? People being scared on TV (etc.)?"--these questions were also asked outside the context of TV watching. "Do these things on TV ever frighten (scare) you while watching? Monsters? Police? Shooting? Crimi-



nals (etc.)?"

"When you do get frightened when watching TV, what do you do?  
Hide/close eyes? Turn off TV? Watch it anyway? Pretend not  
afraid (etc.)?"

These questions and others were asked in the home as well as after watching either a violent or nonviolent programme. And the relationships between the magnitude and kinds of desensitization effects and other effects and variables were examined. For example:

1. Which is more important in producing desensitization: the sheer amount of watching violent programming or a variety of different violent programming?
2. Are viewers who have aggressive predispositions less likely to be desensitized?
3. Are males, especially those who are extroverted and active, more or less likely to be desensitized?
4. Are viewers with motives for viewing violence such as "wanting to master and control" one's own feelings and excitement more likely to be desensitized than those with motives of escape from social situations or home chores?
5. Are there individual differences associated with the occurrence and order of occurrence of sensitization and desensitization, e.g., does sensitization occur before desensitization? Does the ordering depend upon age?

Victimization/Rationalization. Victimization refers to the adoption of attitudes, feelings and/or behaviours of victims of violence due to their awareness of violence (e.g., through observation); this adoption may be influenced by the observed consequences to the victims of violence, e.g., sympathy, attention. Examples of victimization are claiming to be a victim of an act of violence, adopting behaviours which make one a more likely target for violence, and quietly assenting and cooperating with an agent of



violence. This phenomenon has not been studied in young viewers; therefore, questions such as the following were asked:

"Do you learn things you shouldn't by watching TV? What? Do you ever pretend: Being hurt when you really aren't hurt? That someone took something from you? That someone hurt your feelings (e.g., being sad when you're really not sad (etc.)? In the last week, how many times have you been hit? Yelled at? Someone has hurt your feelings (etc.)?"

The last question was asked after viewing either a violent or nonviolent programme; thus differences among viewers associated with different programmes would be evidence for victimization.

Rationalization refers to using TV as a means to escape punishments or as a scapegoat. Observation of children by the principal investigator, and especially observations of young teenagers, have produced several instances of such a defense mechanism, e.g., "Everyone else is doing it!" "I saw it on TV!" "I heard 'shut-up' on 'Electric Company!'" Therefore, questions such as these were asked: "Have you ever done something because you saw it on TV? What?" "Have you ever told your mother (or father) that you did something because you saw it on TV? What?"

Victimization and rationalization responses were examined in the context of motives for watching, programme preferences, and individual differences; for example:

1. Are children who are generally fearful and do not have warm relationships with parents or peers more likely to adopt victimization and/or rationalization strategies?
2. What kinds of motives are associated with watching TV to learn such strategies?
3. At what age and level of intelligence do children become aware of using such strategies?
4. How are the perceptions of violence on TV and programme prefer-

ences related to victimization' and/or rationalization strategies?

5. Are viewers who are aggressively predisposed more likely to adopt these strategies?

## Footnotes for Introduction

<sup>1</sup>The reader may wish to examine these possible effects before continuing; these are discussed on pages 24-37.

<sup>2</sup>Fouts (1973, 1975).

<sup>3</sup>Bandura (1965, 1969, 1973).

<sup>4</sup>Gerbner (1972), Long and Simon (1974), U.S. Surgeon General's Scientific Advisory Committee on Television and Social Behavior (1972).

<sup>5</sup>Foss and Fouts (1975).

## METHOD

Experimental Design

There were two phases in this project. Phase I, Home Interviews, consisted of interviewing children individually in their homes and asking parents to complete a questionnaire. There were three interviews for children and were administered in the following consecutive order: "TV Preferences," "Personal Experiences," and "TV Perceptions." The parents were given a questionnaire, "Parents' Questionnaire," to complete either during the interviewing of their child or to be completed at a later time and mailed to the principal investigator; in the latter case, the parents were provided an addressed and stamped envelope. Phase II, TV Reactions, consisted of (a) selecting a subgroup of the original children interviewed in the home, (b) gaining parental permission to bring the child to the Psychology Department on campus to view a popular TV programme, (c) presenting one of 16 programmes to the child (usually in groups of children), and (d) subsequently interviewing each child individually concerning his/her reactions to and perceptions of the programme. For each phase a child received \$1.50 for participating.

## PHASE I

Development of Interviews and Questionnaire

Personnel. The personnel involved in the development of the assessment instruments and their administration were four research assistants<sup>1</sup> and the principal investigator. Three of the research assistants were graduate students in the Psychology Department (University of Calgary); the fourth was a fourth year undergraduate psychology major in the Honours programme. Each research assistant had had a minimum of three courses in child/developmental psychology and/or considerable research experience involving children. Each research assistant also had experience with experimental design, statistical approaches and analysis of data.

Preparation by Personnel. The first month of this project involved familiarizing the research assistants with the major constructs associated with the effects of television on children (e.g., distortion, sensitization/desensitization, motives for viewing) and particular measures of the effects of viewing TV (e.g., measures of kinds of aggression, perceptions, emotional reactions). This familiarization was accomplished by numerous meetings which involved discussion of joint readings as well as discussion of the perceptions, biases and experiences associated with TV, imitation and violence. The readings were typically theoretically-based articles and the discussion emphasized the complexity and subtleness of possible effects of viewing programmes of various contents. Theoretical approaches to televised violence were emphasized in this familiarization phase for the following reasons: (a) there was little research dealing with the effects of televised violence on kinds of aggression perceived and understood by children of differing ages; (b) there was little research dealing with the motives of children for viewing violence; (c) the kinds of information sought were not the simple relationships and effects typically found in the literature (e.g., imitation, TV viewing habits), but the complex inter-relationships among preferences, perceptions, personal experiences, and reactions to televised violence; and (d) the level of sophistication required for the development of assessment instruments sensitive to complex constructs and effects necessitated an understanding of the theoretically possible inter-relationships and the dovetailing of the effects of various influences, thus preventing premature foreclosure and rigidifying of the assessment instruments.<sup>2</sup> During this time, each research assistant was required to watch numerous programmes of various contents, e.g., crime shows, cartoons, situation comedies, dramas, soap operas, in order to familia-



rize them with the wide range of programming, to subsequently discuss various aspects of the programmes, and to reveal their own biases in programme selection and perception.

Development of Assessment Instruments. Following this familiarization period, the development of the instruments for assessment was undertaken. Each research assistant was required to independently generate interview/questionnaire items which s/he thought would assess the effects of the many variables associated with viewing televised violence as well as their inter-relationships--keeping in mind specific aggressive contents, children's motives, perceptions, previous aggressive experiences, distortion, and sensitization/desensitization. Several meetings ensued in which the principal investigator's own lists of items were combined with those of the research assistants. A thorough discussion of each question was held, and each question was assessed in terms of understandableness (to the researchers and presumably children), relatedness to the presumed effects of watching TV in general, assumed sensitivity to the numerous effects of viewing aggression, and objectivity (being able to score and code the answers for subsequent analysis). Emphasis was placed upon (a) objectivity of the data generated, e.g., if a question could be scored as "yes/no" or through objective choices, this format was preferred over recording verbatim answers and later attempting to translate the meaning of the answers (nevertheless, some questions did require verbatim recording of answers since other formats would be inappropriate for the information sought), and (b) possible comprehension of the questions for children of all ages (5½ - 14 years). After reaching consensus on the questions (each question required one or more revisions) for each interview schedule, a first complete draft of the instruments was prepared.

Each research assistant interviewed a minimum of two pilot children between the ages of six and 14 years, using this first draft of the three interviews; the principal investigator tested seven children individually. At this juncture, there were no mutual observations of one another. After this independent administration of the interviews, problems of comprehension, wording, and the ambiguities of children's answers were discussed in detail. The wording and format of several questions were changed, some questions deleted, others added. A second draft of the interview schedules was developed. Another young child was then interviewed; he was brought to the campus and the researchers took turns asking the questions, while each person could see and observe one another; this session was tape recorded. After interviewing this child, comparisons were made concerning how each research assistant scored responses (for reliability); problems which still existed in wordings were discussed; and techniques of probing for understanding and completeness of answers were outlined. The principal investigator later listened to the tape recording to check the level and style of questioning used by the research assistants, i.e., were the levels of language, particular wordings and intonations reasonably uniform and consistent? A second child was brought to the campus for another practice session, and again the research assistants were checked for consistency and reliability. Throughout these practice sessions, the principal investigator monitored the interview skills, inflections of voice, and style of interviewing of the research assistants, and made suggestions when necessary.

The emphasis during training of the research assistants was on uniformity of presenting questions at the level of the child being interviewed. Thus, although the final interviews were specifically worded, some degree of freedom was given and encouraged in the presentation of the questions

with respect to the age and intelligence of the child, i.e., the wordings for six- and 14-year-olds may differ, but their comprehension should be equal. There were several questions in the final forms of the interviews which had optional wordings in parentheses or wordings which we had discovered were appropriate for children of particular ages e.g., unhappy (sad), criminal (bad guy), should killers be killed (believe in capital punishment?), tell on someone (tattle). This aspect of developing the interviews and the training of sensitivity to age differences among children were considered the most important features of sensitive interviewing. Considerable time was given the research assistants to think about (incubate) and discuss among themselves the sensitivities desired for interviewing. The justification for such practice was that many researchers in child development who use interviews, fail to appreciate the fact that children of different ages and even of the same age interpret questions differently; therefore, when differences among different-aged children are found, it is not known whether the differences are due to the particular wordings of the questions or due to the variables and/or effects under investigation actually changing with age. Thus, this project attempted to eliminate this problem by emphasizing comprehension over wording; in this way, we attempted to avoid problems such as insulting 14-year-olds by asking very simply stated questions, or having six-year-olds responding "yes" to all questions which they did not understand.

When interviewing of the actual participants in the project began, the research assistants discussed with the principal investigator any problems they were encountering; throughout the three-month schedule of interviewing, the research assistants continuously discussed their interviewing among themselves--in an attempt to profit from one another's

experiences and to remain aware of the issues of interview style and sensitivity (which is extremely difficult when interviewing hundreds of children!).

The Parents' Questionnaire received similar kinds of development, except that only the principal investigator gave the questionnaires to five pilot parents to complete. Problems of understanding and ambiguities associated with their responses were resolved with the parents, and subsequently with the research assistants. There was no verbal rehearsal of questioning; and no optional wordings of the questions appeared in the final form of the Parents' Questionnaire, since the questions were worded in a straight-forward manner and three additional pilot parents expressed no difficulty in answering the questions on the final form.

Contents of the Assessment Instruments. The three interviews, "TV Preferences," "Personal Experiences," and "TV Perceptions," and the "Parents' Questionnaire" were designed to obtain information concerning the following seven areas associated with the possible effects of televised violence on children: Media Characteristics, Viewer Characteristics, Parental Behaviours Associated with TV, Viewer Behaviours Associated with TV, Viewer Programme Preferences, Viewer Perceptions of TV Violence, and Sensitization/Desensitization, Distortion, and Disposition Effects. Table 1 presents these areas and examples of questions from the interviews and the questionnaire; the complete interviews and the questionnaire are presented in Appendix A. An examination of Table 1 reveals that specific information regarding these areas were obtained from all four instruments, using the responses of parents and/or children--whoever was assumed to be most knowledgeable for that particular piece of information; at times, both parents and their children were



Table 1

Areas of Information, Examples of Questions, and Assessment Instruments.

(1="Parents' Questionnaire", 2="TV Perceptions", 3="Personal Experiences",  
4="TV Preferences")

MEDIA CHARACTERISTICS	
<u>Information</u>	<u>Examples</u>
Attention-getting/holding	Do you like fast programmes on TV? If "yes": What are some? (2)  When you watch TV, do you like the sound (volume) soft/loud/very loud? (2)  Do you ever get tired of commercials on TV? If "yes": Which ones? (2)
Understandableness	Are there any TV programmes which you don't understand? If "yes": Which ones? (2)  When you watch your favorite programme, are things you don't understand (confused)? (2)
TV's in home	Number of working TVs. Black/white? Colour? (1) Locations of TVs? Do you have cable TV? (1)
VIEWER CHARACTERISTICS	
Demographic	Number, ages and sex of family members (1) Parents' occupations (1)
Intelligence	Grades in school (1)
Ability to empathize	Do you sometimes like to see people fighting? Helping each other? Telling how they feel inside (in real-life)? (3)
Sociability	When you don't have anything to do, would you rather watch TV/play with a friend (talk)/ or play (be) alone? (3) Do you have lots of friends, or 2-3 friends? (3)
Relationship with parents	When you are talking to your parents, are you usually happy/afraid/excited/angry? (3) Do your parents understand you/know how you feel? (3)
Emotionality	Are you usually happy, tired, angry, happy? (3) In the past week, how happy have you been? happy, little happy, little sad, sad? (3)
Introversion/extroversion	10-question scale, e.g., Can child be described as lively and outgoing? (1)
Activity level	27-question scale, e.g., During meals - up & down? Inability for quiet play? (1)



Aggressiveness	In the last week, how many times have you hit someone, called someone a name, etc.? (none, some, lots) (3) Have you ever seen people (in real-life) hit each other, not talk when angry, etc.? (3) Open-ended questions asking what would child do, e.g., When someone breaks something of yours? (3) Do you sometimes like to see people getting hurt, telling on each other, etc? (3)
Other learning sources	If you wanted to know about animals (guns, etc.), how would you find out? (books, friends, parents, TV) (3)

---

#### PARENTAL BEHAVIOURS ASSOCIATED WITH TV

---

Discouragement of TV, reasons	Disapprove of programme? Watches too much? (1)
Encouragement of TV, reasons	To keep quiet, to learn, as a reward? (1)
Programmes felt not appropriate	Categories, e.g., crime, drama, cartoons (1)
Child behaviours while watching	Eating? (1)
Social context of TV watching	With parents? Alone? (1,2)
Mothers viewing preferences	Cateogries (1)
Father's viewing preferences	Categories (1)
Discussion of TV programmes	How much do you talk to your parents about what you've seen on TV? (none, some, lots) (1,2) What do you talk about? (2)
Use of programme "warnings"	What do you do when "parental discretion" is advised? (1)

---

#### VIEWER BEHAVIOURS ASSOCIATED WITH TV

---

Social context of TV watching	With siblings, friends, alone? (1,2)
Discussion of TV programmes	How much do you talk with your friends about what you've seen on TV? What about? (2)
Motives for watching TV	Escape from work, personal problems, learning, entertainment, excitement, lonely? (2,3) What do you see on TV that you would like to do? (wish-fulfilment) (2) Do you like to guess what will happen next on programmes? (intellectual) (2) Are kids happier on TV than you? (2) When you're watching TV, do you sometimes like being scared, excited, sad, or upset (emotional arousal) (2) When you don't have anything to do, would you rather watch TV, play with a friend, or play (be) alone? (escape from boredom) (3)

---

VIEWER PROGRAMME PREFERENCES

---

Programme preferences	Who is your favorite character on TV? (2) What is your favorite programme on TV? (2) How often do you watch: Crime (7 programmes asked individually) Family (7 programmes) Child (7 programmes) Drama (5 programmes) (4) with answers: none, some, lots How much do you like: Each of 26 programmes asked. (answers: none, some, lots)? (4)
Kinds of violence preferred	Is it sometimes fun to watch: Fighting on TV People calling each other names People yelling at each other A policeman shoot a criminal People get angry on TV, etc? (2) Categorization of violent "favourite characters" and "favourite programmes" (2) Categorization of programmes child saw the most Hurt Physical violence Psychological violence (4)

---

VIEWER PERCEPTIONS OF TV VIOLENCE

---

Recognition of violent contents	For each of 26 programmes, child was asked: Was anyone hurt? If "yes", who? How hurt? Physical - Body, weapons, accident? Psychological - verbal, passive-aggression, direct-indirect, others? Why was he/she hurt? (4) Emotional reasons - angry, hate? Attributions - "bad", "deserved it"? Personal reasons - to gain/prevent lossing power, money? Acts of nature/accidents? (4)
Sex stereotypes	Have you ever seen the Bionic Woman/Six Million Dollar Man (Archie/Edith Bunker)? If "yes": Who is Stronger Smarter Happier Helps more Hurts more Does more things wrong? (2)
Police stereotypes	What do police on TV do? (open-ended) (2) On TV, are police Strong Smart Ever get hurt, etc.? (2)

Criminal stereotypes	<p>On TV, what do criminals (bad guys) do? (2)</p> <p>On TV, are criminals</p> <p>Strong</p> <p>Smart</p> <p>Exciting etc.? (2)</p>
Interpersonal relations	<p>Open-ended questions involving situations depicted on TV:</p> <p>If two people were angry, what would they do?</p> <p>If a man called his wife a name, what would she do? (2)</p> <p>On TV, do people</p> <p>Like each other</p> <p>Understand each other</p> <p>Usually hurt each other</p> <p>Tell how they feel inside, etc.? (2)</p>
Incidence, causes, consequences of violence	<p>How many robberies have you seen on TV? (2)</p> <p>How many fights? People helping each other? (2)</p> <p>On TV, what happens when a criminal is caught by the police? (2)</p> <p>Does a criminal like jail? How do you know? (2)</p> <p>After a robber is sent to jail, and he finally gets out, what does he do?</p> <p>Does he steal again?</p> <p>Does he go to school?</p> <p>Does he get a job? (2)</p> <p>Have you ever seen a child spanked on TV? (2)</p>

---

SENSITIZATION/DESENSITIZATION, DISTORTION AND DISPOSITIONS EFFECTS

---

Distortion	<p>In our city, Calgary, guess how many shootings there are every week.</p> <p>How many robberies?</p> <p>Fights where people really get hurt? (3)</p> <p>Would you like to</p> <p>Stay in jail for a week?</p> <p>Try to rob a bank, etc.? (3)</p>
Sensitization/desensitization	<p>Do you sometimes like to see people:</p> <p>Fighting, get angry, hurting each other's feelings, etc.? (3)</p> <p>Do you ever pretend:</p> <p>Being sad when you're really not sad?</p> <p>Having more money than you really do?</p> <p>etc.? (3)</p> <p>Do you ever think there is a burgler breaking into your house. (3)</p> <p>When you watch your favourite programme, how do you feel: Happy, afraid, excited, angry, tired? (2)</p> <p>Is it sometimes fun to watch:</p> <p>Fighting on TV?</p> <p>People get scared on TV?</p> <p>People calling each other Names, etc? (2)</p> <p>Do these things on TV ever scare you while</p>

watching?

Monster, ghosts

Police, fighting

Crying, hurt feelings? (2)

What do you do when you do get frightened  
when watching TV?

Hide/close eyes, afraid to move?

Turn channel, turn off TV?

Watch it anyway, etc.? (2)

When you're watching TV, do you sometimes like  
being scared, excited, sad, upset? (2)

When you see fighting on TV, do you sometimes  
remember when you hit someone? (2)

Do you ever have "nightmares" about things  
you've seen on TV? (2)

Do you think you watch too much TV? Why? (2)

Do you learn things you shouldn't by  
watching TV? What? (2)

Is there anything which makes you really  
upset when you see it on TV? What? (2)

#### Dispositions

Have you ever told your mother (father) that  
you did something because you saw it on  
TV? What? (2)

If you wanted to know how to break into a  
house, would you:

Look at a book, ask a friend, watch TV?  
etc? (3)

asked identical questions, especially if differences in perceptions were likely. A variety of question formats were used, e.g., open-ended, two-choice answers ("yes/no"), multiple choice, listings--so that the best and most objective information could be obtained. It should be mentioned that several questions in several areas were not included because our pilot testing showed that the content, format of questions, and/or reliability of data were not appropriate, given the time restraints and the considerable amount of further testing which would be required to develop indices for the various contents, children's preferences and perceptions, and effects of televised media.

Special attention was given the format and selection of programmes for the "TV Preferences" interview. The 26 programmes (see Appendix A) which were listed and about which questions were asked, came from the four categories of Crime, Family, Drama, and Children's programmes, which had 7, 7, 5, and 7 programmes, respectively. For example, the Crime programmes included "Starsky and Hutch," "Bionic Woman," and "S.W.A.T.;" the Family programmes included "Happy Days," "Good Times," and "Welcome Back, Kotter;" the Drama included "The Waltons," "Emergency," and "The Beachcomers;" the Children's programmes included "The Flintstones," "Bugs Bunny/Road Runner," and "Sesame Street." These particular programmes were chosen using the following criteria: (a) their previously demonstrated popularity (1976) with Canadian (Ontario) children and teenagers--these were the most popular programmes; and (b) there were some Canadian-produced programmes, e.g., "Sidestreet" (Crime) and "The Beachcomers" (Drama)--these were included so as to gather a sampling of preferences and perceptions of Canadian as well as U.S.-produced programmes for comparison purposes.

#### Procedure for the Home Interviews

Children and their families were recruited for this project by two



means: (a) sending letters home with children attending public schools, and (b) newspaper advertisement. The contents of these recruitments procedures are presented in Appendix B. Approximately 2000 letters were sent home with children attending seven of the primary and secondary schools in various locations in the city of Calgary. The letters were designed to elicit participation in the project with a minimum of information, so as to decrease the likelihood of a biased sample due to those predisposed to be particularly interested in/or sensitized to the issues surrounding popular media and violence. There was no mention of TV violence nor the possibility of actually viewing a TV programme; on the other hand, an attempt to gain parents' cooperation was done by mentioning that the interviews would be in the home and that each child would be paid \$1.50 for his/her participation during the summer holiday. The newspaper advertisement was presented on two consecutive days in the newspaper (Calgary Herald) having the largest circulation in the city; the advertisement possessed characteristics similar to the letter sent home from school.

From these recruitment procedures, over 400 telephone calls from parents and adolescents were received. When a call was received and/or a return call was made to schedule the interview, the following information was obtained: (a) names, ages and sex(es) of children who wished to participate, (b) the dates and times which would be most convenient for interviewing in the home, and (c) address and telephone number for the family. The parents were asked if they had any questions concerning the project; if there were questions, they were answered forthrightly without overemphasizing the aspects of the study dealing with perceptions and reactions to televised violence as well as the child's aggressive tendencies. For example, the research assistant might say, "We'll be

asking questions about what he watches on TV, how he likes the programmes," or "We'll ask her questions about programmes like 'Happy Days,' 'Kojak,' 'The Waltons'..." or "We want to see what s/he thinks about when s/he sees crime on TV." An appointment for the interview was either made (usually within three to four weeks and one to two days before the likely interview date). The number of children agreeing to participate (with parents' permission) was 455 with the actual number being interviewed being 339; the discrepancy between the two latter numbers is the result of children being ill, families going on holidays, and scheduling problems.

The home interviews were conducted from July through August, 1976. The research assistant(s) drove to the home; two or more research assistants went to the home if two or more children were to be interviewed. The research assistants produced identification (see Appendix B) and explained that the child was to be interviewed with as few distractions as possible. If there were more than one child to be interviewed, they were interviewed separately and simultaneously (if possible) in different rooms. Usually, before beginning the interview, the research assistant asked the parent if s/he wished to complete the Parents' Questionnaire while the research assistant was interviewing the child. It was made clear that they could do so or complete the questionnaire and return it by mail. The three interviews were given and lasted between 30 and 90 minutes, usually depending upon the age and verbalness of the child. After the interview, the research assistants occasionally discussed the project with the parent(s). Parents were usually enthusiastic and desirous of further information. Each parent was told that if s/he wished, s/he would receive a short summary of the project when it was completed.

At no time, either in the recruitment procedures, appointment proce-

dures, or the interviews in the home, was it mentioned that this study was being conducted or in any way related to the Royal Commission on Violence on the Communications Industry. Occasionally a parent mentioned that they had read that there was such a commission; the research assistant did not discuss the possibility that this project was related to the Commission's work.

## PHASE II

### Assessment of TV Reactions

Procedure. Approximately one to two months after the home interviews, Phase II began--the assessment of TV reactions. From the pool of children whose interviews were complete ( $n = 308$ ), 96 children were selected randomly, with the restrictions that there would be equal numbers of boys and girls tested in three age ranges (5-8, 9-11, and 12-14 years). The parents were called and asked whether they would permit their child to participate in the second portion of our project which involved presenting an actual TV programme to the child and assessing his/her reactions: the specific programme was mentioned by name, e.g., "Six Million Dollar Man," "Little House on the Prairie," "Laverne and Shirley." This information of the specific programme was provided so that parents could decide on the basis of full information whether they wished their child to see the particular programme. Of the approximately 50 families contacted which involved requesting to present a violent or crime programme, not a single parent refused on the basis of violent programme content. Only when there were scheduling problems, the family going on vacation, lack of transportation or illness did the parents decline permission. And as in the home interviews, some of the participants in Phase II were siblings.

Sixteen programmes were presented in colour, one to each child. The categories and their associated programmes (and durations) were as follows:

Crime: Adam 12 (30 minutes), Starsky and Hutch (60), S.W.A.T. (60),

Streets of San Francisco (60).

Crime Adventure: Six Million Dollar Man (60), Bionic Woman (60).

Drama: Emergency (60), The Waltons (60), Little House on the Prairie (60), The Beachcomers (30).

Situation Comedies: All in the Family (30), Excuse My French (30), Laverne and Shirley (30), Happy Days (60).

Cartoons: Bugs Bunny/Road Runner (30), The Flintstones (30).

These programmes were chosen in terms of current popularity for Canadian children of 5-14 years of age (Ontario Survey, 1976). Within each category, the most popular were used (regardless of duration<sup>3</sup>), with the exceptions that (a) they were available and were of good video/audio (production) quality, (b) Canadian content was represented, and (c) they were judged as appropriate for children of this age. This latter criterion was used to eliminate three programmes ("Kojak," "Police Story" and "Sidestreet") which were originally considered for use on the bases of popularity and Canadian content. However, these programmes were rejected on the grounds that they and/or the commercials interspersed within were judged by the principal investigator and his research assistants (independent judgments) as too violent and/or intense for children 5-14 years of age, i.e., rejected on ethical grounds. "Police Story," for example, had a scene which depicted a young child witnessing her mother being raped; "Kojak" involved dramatic scenes of blood and intense moods of fright; "Sidestreet" had violent and psychologically intense commercials (e.g., one commercial contained explicit references to incestuous relations between a child and uncle).

In a manner similar to the refinement of procedures for home interviewing, young children were brought to the laboratory and a different programme was presented to each. The subsequent interviews revealed problems of wording and comprehension, which were eliminated through



discussion, rewording and changing of question formats. The following procedure was rehearsed and finally adopted. Testing of children in Phase II lasted for six weeks (September - October, 1976).

Each programme was presented to a male and female child of each of three age groups (5-8, 9-11, and 12-14 years); thus, six children per programme. The testing of children occurred immediately after school, in the evening, or on Saturday at the laboratories at the University of Calgary. When each child arrived, s/he was greeted by a female experimenter<sup>4</sup> and escorted to an interview room. The child was asked how s/he felt that day (assessing mood, see Appendix C for the format) and was told which programme was to be presented. S/he was then taken to the adjacent TV viewing room.

The room contained three comfortable chairs (with arms), which were located approximately five meters from the 21-inch colour monitor (Sony). The monitor was approximately 20°-30° above the horizontal plane of the child's head. Below the monitor, on the same stand, was the colour video-cassette recorder (Sony). The room was dark except for (a) a directional lamp which illuminated the child's face and body without being uncomfortable for him/her or producing a glare on the monitor, and (b) a small shaded lamp which illuminated ("softened") the remaining portion of the room. The viewing room was carpeted and contained drapes which were drawn; thus the atmosphere was relatively comfortable and "homelike" (compared to many other studies attempting to assess the effects of TV in the laboratory). Also in the room were two remote-control TV cameras. One was focused on the three chairs; it was located approximately seven meters from the chairs and was approximately 45° above the horizontal plane of the child's head and 15° left of the monitor (as viewed by the child). The second camera was focused on the monitor; it was located approximately 75° above the horizontal plane, approximately 45° right of



his head, and about five meters from the monitor.

The child was seated in one of three chairs which were usually occupied by other participating children. A majority of children were tested in groups of two or three; some were tested alone. The groups were formed on the basis of availability for that time slot (this often resulted in siblings being tested in the same group). Therefore, groups were often composed of both sexes and different-aged children (an exception was occasionally made on the basis of very divergent ages, e.g., a six-year-old boy and 14-year-old girl did not view together, except if they were from the same family). This variability of group composition as well as group vs. individual viewing was built into the procedure for purposes of generalizability and presenting more "naturalistic" (complex) viewing situations.

When every participant for that time slot had arrived, the experimenter<sup>4</sup> told the child(ren) how long the programme would last, that she was going to leave while the programme was on--but that she would be in the adjacent room (pointing) if s/he (they) needed something, and that she would return when the programme was over. She asked if there were any questions (usually there were none), turned on the programme and left, closing the door. The experimenter entered the control room and turned on the video equipment (ample time was allowed, since there was a commercial before the beginning of the story in the programme); the equipment allowed for observation and recording of the child(ren)'s behaviours and programme simultaneously using a split-screen technique.

At the end of the programme, the experimenter introduced each child to one of the research assistants (by chance, often the one who initially interviewed him/her in the home), and asked the child to follow the research assistant to one of the interview rooms (three were available and adjacent to the viewing room) to "discuss the programme" which s/he (they)

had just observed, i.e., each child was interviewed independently. This interview lasted approximately 20-30 minutes.

Content of "TV Reactions" Interview. The "TV Reactions" interview (see Appendix C) contained the following characteristics. First, whether the child had seen this particular story on this programme (series) before and what emotions and thoughts were evoked while viewing it. For example:

"Did the programme: Make you laugh?

Excite you?

Scare you?" (etc)

(to which s/he responded "No," "Yes--A little bit," or "Yes--A lot")

"Did the programme make you think about something? What?"

"Does this really happen (shows you the way things really are)?"

The second section dealt with the child's perceptions (or lack) of violence. For example, s/he was asked:

"Was anyone hurt or their feelings hurt?" (If "yes," s/he was asked to describe who was hurt and to characterize:

"Was \_\_\_\_\_ smart?

exciting?

hurts people?" (etc)

"What did (victim) do when hurt?" (This was open-ended, and the answers were categorized as "nothing, ran away, attempted to conciliate, counteraggression," etc)

Questions regarding who (or what) the source(s) of violence was were queried as well as the "victim" (if the assailant were a person), e.g., answers were scored according to whether the assailant was a family member, a friend, a person in an official role (e.g., police, military), etc. The child's perceptions of the punishments for the assailant were also assessed:

"Did (assailant) ever get hurt or punished or feelings hurt after s/he hurt (victim) ? How?" (Answers were scored for various forms of consequences, e.g., legal system involvement, physical hurt, and various forms of psychological consequences, e.g., verbal, withdrawal of status, privileges, feelings hurt, etc)

Each child was asked how s/he felt when the assailant was punished:

"When (assailant) was punished, how did you feel?"

Happy?	Excited?	Tired/bored?	Angry/upset?
Surprised?	Sad?		

In this section, no distinction was made between "aggressor" and "victim," and the motives and causes for violence in order to ascertain everyone the child perceived as being hurt, i.e., anyone who was hurt was examined. Thus, it was possible to assess the different forms of violence perceived by children regardless of who the "bad guys" or "good guys" were in the perceptions of the child or the story context. An examination of several of these questions and those in the "TV Preferences" interview reveals identicalness; thus, "before/after" comparisons could be made with regard to particular programmes and their possible relationships to various effects of viewing.

The "TV Reactions" interview was designed to assess children's perceptions and reactions to actual programmes and to compare them with the "objective" characteristics as judged by trained adults in the Williams/Zabrack/Joy project. The main purpose was to compare and contrast children's perceptions with adult perceptions, and closely examine the discrepancies, comprehension, and memories of different viewers. This is of particular theoretical and practical importance, since it may be the case that what many adults and "experts" view as violent, children may not remember nor perceive as violent. This applies to the consequences of aggression as well, e.g., although many programmes include negative

consequences for the assailant, children may not see, remember nor understand the punishments (i.e., have no impact upon the child), thus may not be effective in teaching the "crime does not pay" slogan.

The third section of "TV Reactions" involved assessing some of the effects of viewing these programmes. One strategy was to repeat questions from the original interviews in the home so that "before/after" comparisons could be made. For example:

"Are police in real-life (really): Strong?

Ever get hurt?

Smart?" (etc)

(the same characteristics were asked about criminals)

"In our city, Calgary, guess how many shootings (robberies, fights) there are every week."

Another strategy of formulating questions was to assess in greater detail areas briefly examined in home interviews, e.g., many more questions dealing with possible sensitization/desensitization effects:

"Is our city a pretty dangerous (scary, frightening) place to live in?"

"Would you like to own a real gun?"

"Do you sometimes think people are following you?"

"Do you or your parents lock your doors before you go to sleep?"

Additional questions were asked concerning distortion and changes in attitudes:

"Are there just two kinds of people: the weak and strong?"

"Should killers be killed (believe in capital punishment)?"

Questions similar to those in the home interviews, dealing with coping with conflict situations were also asked:

"When there are two kids but only one swing, what should they do?"

"When two kids are teasing each other, hurting each other's feelings, what should they do?" (their open-ended answers were scored

according to several categories, e.g., physical and psychological aggression, intervention by others, find solution by themselves, no solution)

Aggressiveness and victimization feelings and behaviours as well as rationalization were more extensively assessed in this "TV Reactions" interview. For example:

"In the last week, how many times have:

You hit someone?      You called someone a name?

You've been hit?      You've been called names?" (etc)

"Have you ever told your mother (father) that you did something because you saw it on TV? What?"



## Footnotes for Method

<sup>1</sup>The three graduate students were Scott Kirker, Janet Lawlor, and Jill Mercer; Charlotte Johnston was the undergraduate Honours student. Each research assistant performed with exceptional competence, thoughtfulness and conscientiousness throughout this project. The principal investigator wishes to express his deep appreciation for a job well-done.

<sup>2</sup>It is important to note that academic psychology dominant in North America emphasized reductionism, critical analysis, simplistic experimental designs, and objective (and usually behavioural) measures which are assumed to assess the influence of variables. The way we train students in psychology corresponds to this reductionistic/objective approach--and herein lies one of the major problems in attempting to do research of the scope of this project dealing with the influence of televised violence, i.e., there is an absence of investigation of the complexity of the multifarious effects at the level of complexity they are found. That is, the approach taken here was not anti-reductionistic, but rather, an attempt to study the complexity of the effects and their inter-relationships without prematurely attempting to reduce the complexity and thus possibly distort our understanding. On the other hand, throughout this project, are numerous instances of reducing effects when such reduction clarifies and adds to the existing body of literature. However, this issue of reductionism is usually at the root of the debate concerning the effects of TV on viewers; there has been too much time spent in making simple and over-generalized statements concerning the effects, rather than taking into consideration the kinds of violence portrayed, the perceptions of the viewer and his/her experiences, his/her ability to understand the forms of violence depicted, and the considerable dimensions by which viewers differ (e.g., individual differences such as personality, cognitive

development). All these variables may and should produce different effects of violence on different viewers, e.g., some viewers may be sensitized, others desensitized, some fearful while others fearful but continue watching. It was hoped that studying the complexity of inter-relationships as well as the numerous variables assessed in this project may be a more useful approach than attempting to reduce the effects of viewing violence to one or two "simple" effects. And in this context, I must express my appreciation to my research assistants, who were able to work in a project which was basically different from their reductionistic training. That is, they were able to accept and deal with the ambiguities inherent in studying complexity for complexity's sake and contribute to the objectivization of the instruments which would yield data sensitive to this complexity. The ability to appreciate and work at different levels of conceptualization simultaneously is, I feel, unusual and worthy of hardy commendation.

<sup>3</sup>Some categories had programmes which were predominantly 30 minutes in duration, while others 60 minutes. Therefore, when making direct comparisons of programmes or categories of programmes, the differences must be understood to reflect the effects of duration and/or contents.

<sup>4</sup>The experimenter was Iris Ewashen, graduate student in the Psychology Department, who had had considerable experience with children in terms of course work, previous career as a nurse, and mother. Her responsibilities were carried out with exceptional competence, thoughtfulness, and conscientiousness. I wish to express my deep appreciation for a job well-done.

## RESULTS

Subjects

Initially, there were 339 children interviewed in their homes. Of these, 31 were eliminated from the analyses due to (a) the children being unable to understand and/or respond to the questions (despite repeated rewordings and probing) -- these were typically five- and six-year olds (and in two cases, they were retarded/emotionally disturbed); and (b) the parents did not return the "Parents' Questionnaire" through the postal system. Another 116 children had volunteered to participate in the project, but were not used because of time constraints; they received a letter of thanks for volunteering.

Training of Coders

Personnel. Ten coders were used to score and code the data obtained in the interviews and the questionnaire in Phases I and II. These coders had not been involved in any way with either phase, i.e., they were not associated with the data-gathering portion of this project. These "naive" coders were used in order to eliminate several possible sources of "contamination" or bias in the scoring and coding of the data. For example, the training of these coders (a) required as complete objectivization as possible of each piece of information, e.g., criteria for judging viewers' perceptions of kinds of violence, strategies which viewers suggested for conflict resolution, interpretations of consequences and motives, (b) eliminated many of the impressions and perceptions of the interviewers, and (c) allowed for efficient coding by virtue of the number of coders involved. The coders were homemakers, students, and/or had part-time jobs elsewhere. Most of them had had previous experience in coding materials for projects in other disciplines, e.g., sociology, economics. Of these coders, 40% coded approximately 85% of the data from Phases I and II.

Before coder training began, the research assistants and the principal investigator met on several occasions to discuss and refine the scoring and coding formats for the five assessment instruments in Phases I and II. The objectivity and meaningfulness of the scores developed were of primary concern in these discussions; formats compatible with computer analyses were also discussed (the coding schedules for each assessment instrument are available from the principal investigator upon request). There were 443 scores calculated and/or coded per viewer participating in Phase I and 692 per viewer participating in Phases I and II. Therefore, a total of 160,348 scores were examined in this project, with the combinations and permutations of all possible correlations and effects which could be examined approaching infinity.

Training. The training of coders involved meeting with each, demonstrating the scoring and coding, giving examples, and then giving them data for practice at home; coders returned the materials for examination and correction of coding. After training, they coded the inventories and questionnaire at their own pace. They were encouraged to contact the research assistant supervisor<sup>1</sup> if and when any problems of interpretation were encountered--and these problems and solutions were then communicated to the other coders for uniformity of coding. During the coding period for all the data (approximately 2 months), there were occasions of changing the coding format (especially for "TV Preferences"), which necessitated recoding for all the previously coded data for that item/question(s). The research assistant supervisor also randomly checked the coding to insure accuracy, reliability and consistency across the coders.

#### Analyses of Data

Phase I. The descriptive data for viewers and their parents provided by the home interviews (Phase I) are presented in Table 2 (pages 65-84).<sup>2</sup> The data are summarized largely in terms of percentages of viewers/parents

Table 2

Descriptive Data for Viewers and Parents Giving Responses in Phase I:  
 Parents' Questionnaire, Personal Experiences, TV Preferences and  
 TV Perceptions Interviews

Question/item	Percentage	
<u>Parents' Questionnaire</u>		
Number of children in family:		
1	27	(1)
2	37	
3	15	
4	8	
5	7	
6+	4	
*Average number of children/family: 2.3		
Number of children in family interviewed:		
1	33	(2)
2	33	
3	18	
4	13	
5+	2	
*Average number of children interviewed/family: 2.2		
Birth order of viewer:		
First/only born	33	(3)
Second	35	
Third	16	
Fourth	7	
Fifth+	7	
Age of viewer in years:		
5	3	(4)
6	10	
7	10	
8	10	
9	12	
10	14	
11	10	
12	11	
13	10	
14	8	
*Average age of children: 9.8 years		
Sex of viewer:		
Male	54	(5)
Female	46	



Table 2 (cont'd)

Question/item	Percentage	
Grades in school:		
A	10	(6)
A & B	19	
B	4	
B & C	6	
C	43	
C & D	2	
D	0	
D & F	0	
Failed	1	
Socio-economic status of parents:		
Professional, Managers (regardless of store size)	52	(8)
Skilled, Trades	21	
Semi-skilled, unskilled, laborers, unemployed	13	
Uncodeable	14	
Marital status of parents:		
Single (e.g., divorced, widowed)	14	(9)
Married	85	
Number of working TV's in home:		
1	44	(10)
2	40	
3+	15	
Number of colour TV's:		
1	67	(11)
2	9	
Location of TV:		
Living room	43	(13)
Rumpus/family room	58	(14)
Child's bedroom	5	(16)
Bedroom other than child's	28	(15)
Cable TV in home:	77	(18)
1. <sup>a</sup> How often parents discourage TV watching:		
Never	8	(19)
Occasionally	70	
Often	21	
Reasons for discouraging:		
Needs to do schoolwork	50	(20)
Needs to do chores	50	(21)
Needs to play with other children	38	(22)
Use as punishment	23	(23)
Disapprove of programme	67	(24)
Someone wants to watch different programme	28	(25)
Watches too much TV	46	(26)
*Average number of reasons parents use: 3.2		(28)

Table 2 (cont'd)

Question/item	Percentage	
2. Viewer eats while watching TV:		
Never	27	(29)
Occasionally	59	
Often	13	
Watching Distance from TV set:		
1-3 feet	3	(30)
3-6 feet	35	
6-10 feet	51	
10+ feet	10	
3. Resolution of conflict when two children wish to watch different programmes--Conflict occurs:	91	(31)
Parent decides which programme to watch	52	(32)
Children decide	48	(33)
Have a rule that they take turns	41	(34)
Have more than one TV, watch separately	39	(35)
Resolution of conflict when parent and child wish to watch different programmes--Conflict occurs:	89	(37)
Parent decides	67	(38)
Child decides	18	(39)
Have a rule that they take turns	26	(40)
More than one TV, watch separately	35	(41)
4. When "parental discretion" warnings are presented on TV, the parent:		
Claims not to have heard this kind of announcement	12	(44)
Does not allow child to watch programme	43	
Does not believe announcement	35	
Sometimes allows child to watch--since assumes child is "mature" enough	10	
5. Kinds of programmes parents believe are inappropriate for child(ren):		
Soap Operas	39	(45)
News	4	(46)
Religious	12	(47)
Sexual	56	(48)
Sports	2	(49)
Movies	35	(50)
Crime	60	(51)
Crime Adventure	20	(52)
Adult Family	25	(53)
Family	6	(54)
Children's Family	5	(55)
Medical	18	(56)
Drama	4	(57)
Children's Shows	1	(58)
Cartoons	8	(59)
Game Shows	0	(60)
Musical & Variety	9	(61)
Documentaries	1	(62)
Ethnic	6	(63)

Question/item	Percentage	
*Crime + Crime Adventure programmes (both inappropriate):	18	(65)
*Total aggressive: Sports + Crime + Crime Adventure + Adult Family (all 4 believed inappropriate):	1	(66)
*Average aggressive programme kinds inappropriate: 1.1 (4 is maximum)		
*Average number of programme kinds discouraged: 4.2		(67)
6. How often parents encourage TV watching:		
Never	18	(68)
Occasionally	77	
Often	2	
Reasons for encouraging:		
Keep child quiet	17	(69)
Remind child of favourite programme	51	(70)
To learn new things	68	(71)
To discuss things on TV	37	(72)
Relieve boredom of child	20	(73)
To calm child	16	(74)
Use as reward	8	(75)
*Average number of reasons parents use: 2.3		(77)
7. How often child watches with parent(s):		
Never	5	(78)
Occasionally	47	
Often	40	
Almost always	8	
How often child watches TV with friends/siblings:		
Never	3	(79)
Occasionally	25	
Often	46	
Almost always	26	
*Total socialness of viewing TV <sup>b</sup> : 5.4		(80)
8. TV as "background noise":		
Never	71	(81)
½-3 hours/day	25	
More than 3 hours/day	4	
9. Mother's viewing habits:		
*Amount of TV watched <sup>c</sup> : 33.9 (60 is maximum possible)		(102)
*Average number of kinds of aggressive programmes watched: 2.6 (4 is maximum)		(103)

Question/item	Percentage
*Total aggression watched <sup>d</sup> : 7.0 (12 is maximum)	(104)
Father's viewing habits:	
*Amount of TV watched <sup>c</sup> : 23.0 (60 is maximum)	(125)
*Average number of kinds of aggressive programmes watched: 1.9 (4 is maximum)	(126)
*Total aggression watched <sup>d</sup> : 5.5 (12 is maximum)	(127)
*Total aggression watched by mother + father <sup>e</sup> : 15.0 (24 is maximum)	(128)
10. Average Activity Level score <sup>f</sup> : 9.6 (range is 0-54)	(129)
11. Average Introversion-extroversion score <sup>g</sup> : 46.2 (range is 10-70)	(130)

#### Personal Experiences

1. Having talked to a policeman/woman before:	72	(131)
2. Having seen a real criminal before:	16	(132)
3. Aggressive disposition of viewer + Solutions to problems <sup>h</sup> :		
Average Physical aggression: 1.0/situation;	54	(133)
% suggesting any physical aggression:		
Average Verbal aggression: 1.5/situation;	76	(134)
% suggesting any verbal aggression:		
Average Passive aggression: .6/situation;	42	(135)
% suggesting any passive aggression		
Average Indirect aggression: .5/situation;	29	(136)
% suggesting any indirect aggression:		
Average Constructive solution (nonaggressive): 2.5/situation; % suggesting any constructive solution:	86	(137)
*Total aggressiveness score <sup>i</sup> : 3.7 (32 is maximum)		(140)
4. Would like to be a policeman/woman:	47	(141)
5. Would like to be a criminal:	1	(142)

Question/item	Percentage	
6. Use of aggression in the "last week" by viewer:		
Hit someone		
1 or 2 times	37	(143)
Some (3 or 4 times)	14	
Several times (5+)	11	
Yelled at someone		
1 or 2 times	38	(144)
Some	29	
Several	20	
Called names		
1 or 2 times	36	(145)
Some	22	
Several	8	
Told how felt		
1 or 2 times	33	(146)
Some	9	
Several	3	
Helped someone		
1 or 2 times	43	(147)
Some	31	
Several	20	
Tattled		
1 or 2 times	33	(148)
Some	14	
Several	8	
Not talked to (ignored)		
1 or 2 times	34	(149)
Some	6	
Several	4	
Hurt someone's feelings		
1 or 2 times	34	(150)
Some	6	
Several	2	
*Total use of aggression <sup>j</sup> :	10.2 (20 is maximum)	(151)
*Total verbal aggression:	4.7 (8 is maximum)	(152)
*Overall use of aggression:	13.7	(153)
7. With parents, viewer is:		
Happy	92	(154)
Afraid	13	(155)
Excited	44	(156)
Angry/upset	25	(157)
Confused	39	(158)
Tired	25	(159)
When alone, viewer is:		
Happy	66	(160)
Afraid	15	(161)
Excited	22	(162)
Angry/upset	17	(163)
Confused	17	(164)
Tired	40	(165)



Question/item	Percentage	
*Average "happy" and "excited" <sup>k</sup> : 2.3 (maximum is 4)	(166)	
*Average "afraid" and "angry" <sup>k</sup> : .7 (maximum is 4)	(167)	
8. Viewer perceiving that parents:		
Always know what to do	57	(168)
Understand him/her	87	(169)
Help him/her	97	(170)
Know how viewer feels	79	(171)
*Average parent relationship <sup>l</sup> : 2.8 (maximum is 3)	(172)	
9. Viewer in real-life having seen:		
Physical aggression	94	(182)
*Verbal aggression <sup>m</sup>	97	(183)
Passive aggression	71	(184)
Indirect aggression	91	(185)
*Prosocial behaviours <sup>n</sup>	91	(186)
10. Perception of crime in Calgary every week:		
Modal number of shootings: 5		(187)
robberies: 5		(188)
fights: 50		(189)
11. Positive perceptions of criminal activities:		
Would like to stay in jail	9	(190)
Try to rob a bank	4	(191)
Be chased by police	3	(192)
See a real bank robbery	60	(193)
*Total attractiveness of criminal activities <sup>o</sup> : .4 (maximum is 4.0)		
12. Attractiveness of real-life aggression--sometimes like to see people:		
Fighting	20	(195)
Get angry	19	(196)
Scared	29	(197)
Hurt	6	(198)
Helping people	99	(199)
Tell how feel	81	(200)
Yelling	14	(201)
Name-calling	11	(202)
Hurting feelings	4	(203)
Tattling	17	(204)
Ignoring	13	(205)
*Average attractiveness of aggression <sup>p</sup> : 1.2 (maximum possible is 9)	(206)	
*Average pretending/victimization-pretending score <sup>q</sup> : 3.0 (maximum possible is 6)	(207)	

Question/item	Percentage	
13. Average sensitization score <sup>r</sup> : 2.1 (maximum is 3)	(208)	
15. Motives for watching TV:		
When angry with someone	49	(218)
When sad	56	(219)
When want to be alone	60	(220)
To avoid homework	49	(221)
To avoid chores	44	(222)
When lonely	75	(223)
When bored	88	(224)
*Average social motives <sup>r</sup> : 1.8 (maximum is 3)	(225)	
*Average non-social motives <sup>r</sup> : 1.8 (maximum is 3)	(226)	
*Average number of motives <sup>s</sup> : 4.1 (maximum is 7)	(227)	
16. When bored, viewers' preferences are:		
1st Preference: Play with friend	67	(228)
2nd Preference: Watch TV	21	
3rd Preference: Play (be) alone	11	
17. Other sources of learning:		
To learn about animals, viewer would:		
Look at book	54	(229)
Ask friend	2	
Ask parents	19	
Watch TV	19	
To learn how people hurt people:		
Look at book	17	(230)
Ask friend	6	
Ask parents	22	
Watch TV	46	
To learn how to help people:		
Look at book	18	(231)
Ask friend	8	
Ask parents	52	
Watch TV	12	
To learn about weapons:		
Look at book	47	(232)
Ask friend	4	
Ask parents	19	
Watch TV	25	
To learn about criminals:		
Look at book	32	(233)
Ask friend	2	
Ask parents	19	
Watch TV	40	
To learn criminal techniques:		
Look at book	20	(234)
Ask friend	10	
Ask parents	12	
Watch TV	46	

Question/Item		Percentage
*Average potential for using books <sup>q</sup> :	1.9 (maximum is 6)	(235)
*Average potential for asking friends <sup>q</sup> :	.3	(236)
*Average potential for asking parents <sup>q</sup> :	1.5	(237)
*Average potential for watching TV <sup>q</sup> :	1.9	(238)
18. Viewer says s/he has:		
2 or 3 friends		20 (240)
Lots of friends		79
19. Mood of viewer in the past week:		
Happy		70 (241)
Little happy		25
Little sad		3
Sad		1

#### TV Perceptions

1. Favourite TV character:		
Male	81	(242)
Female	17	
Perceived characteristics of favourite character:		
Strong	74	(243)
Smart	83	(244)
Exciting	90	(245)
Hurts people	46	(246)
Happy	93	(247)
Helps people	92	(248)
Gets hurt	62	(249)
Does some things wrong	57	(250)
2. Perception that Bionic Woman is "greater than" the Six Million Dollar Man for the following characteristics:		
Stronger	11	(251)
Smarter	39	(252)
More exciting	44	(253)
Hurts more people	8	(254)
Happier	61	(255)
Helps more people	49	(256)
Gets hurt more	32	(257)
Does more things	26	(258)

\*Sexual stereotyping associated with Six Million Dollar Man/  
 Bionic Woman, Archie/Edith Bunker, & Sonny/Cher (% reflects  
 viewers' response of "yes" for 1 or more female characters):<sup>t</sup>  
 Female is:

Question/item	Percentage	
Stronger	29	(275)
Smarter	71	(276)
More exciting	65	(277)
Hurts more people	23	(278)
Happier	85	(279)
Helps more people	84	(280)
Gets hurt more	61	(281)
Does more things wrong	43	(282)
4. Perceiving that police on TV are:		
Strong	95	(283)
Smart	96	(284)
Exciting	90	(285)
Get hurt	87	(286)
Happy	78	(287)
Help people	97	(288)
Hurt people	84	(289)
Do some things wrong	61	(290)
6. Perceiving that criminals on TV are:		
Strong	83	(291)
Smart	47	(292)
Exciting	68	(293)
Get hurt	97	(294)
Happy	38	(295)
Help people	10	(296)
Hurt people	96	(297)
Do some things wrong	94	(298)
7. Favourite programme:		
Soap operas	0	(299)
News	0	
Religious	0	
Sexual	0	
Sports	1	
Movies	1	
Crime	15	
Crime Adventure	14	
Adult Family	6	
Family	22	
Children's Family	5	
Medical	0	
Drama	9	
Children's shows	4	
Cartoons	9	
Game shows	1	
Musical & Variety	8	
Documentaries	1	
Ethnic	0	

Question/item	Percentage	
How viewer feels when watches favourite programme:		
Happy	92	(300)
Afraid	18	(301)
Excited	87	(302)
Angry	10	(303)
Confused	27	(304)
Tired	21	(305)
*Average positive feelings: happy + excited <sup>u</sup> :	1.8 (maximum is 2)	(306)
*Average negative emotions: afraid + angry <sup>u</sup> :	.3 (maximum is 2)	(307)
8. Are there TV programmes which viewer doesn't understand?		
No	44	(308)
Yes	55	
No response/ Don't know	1	
Programmes not understood by viewers:		
Soap operas	4	(309)
News	3	
Religious	0	
Sexual	0	
Sports	1	
Movies	3	
Crime	6	
Crime Adventure	3	
Adult Family	4	
Family	2	
Children's Family	0	
Medical	0	
Drama	3	
Children's shows	0	
Cartoons	1	
Game shows	2	
Musical & Variety	1	
Documentaries	3	
Ethnic	4	
9. Solutions to problems as perceived on TV <sup>h</sup> : Average		
*Physical aggression: 2.2 (maximum is 8)		(310)
*Verbal aggression: 1.4		(311)
*Passive aggression: .3		(312)
*Indirect aggression: .7		(313)
*Constructive solution (nonaggressive): 1.5		(314)
*Total perceived aggressiveness score <sup>i</sup> :	5.6 (maximum is 32)	(317)
10. Perceived characteristics of people on TV (in general):		
Like each other	96	(318)
Talk a lot	97	(319)
Hurt each other's feelings	81	(320)
Help each other	97	(321)



Question/item	Percentage	
Tattle on each other	68	(322)
Understand each other	84	(323)
Do not talk when angry	56	(324)
Friendly	96	(325)
Know what to do	92	(326)
Yell at each other	93	(327)
Hurt each other	92	(328)
Tell how feel inside	55	(329)
*Average aggressive characteristics <sup>i</sup> : 3.4 (maximum is 4)		(330)
*Average nonaggressive characteristics: 4.7 (maximum is 5)		(331)
11. Perception of robberies seen on TV:		
Some	21	(332)
Lots	75	
Perception of fights seen on TV:		
Some	27	(333)
Lots	68	
Perception of people helping each other on TV:		
Some	54	(334)
Lots	42	
Perception of killings on TV:		
Some	34	(335)
Lots	61	
*Total perceptions of aggressive activities <sup>j</sup> : 2.9 (maximum is 3)		(336)
12. Perception of what happens to criminal when caught by police on TV:		
Unknown	11	(337)
Punishment	52	
Punishment and/or legal system involvement	35	
Perception of what happens on TV when police stop fights:		
Unknown	37	(338)
Punishment	27	
Punishment and/or legal system involvement	30	
*Total perception of consequences: 4.0 (maximum is 6)		(339)
13. Perceives that criminals like jail:	6	(340)
14. Believes that s/he has seen a child spanked on TV:	52	(341)
15. Viewer likes "fast" programmes:	64	(342)

Question/item	Percentage	
Programmes perceived as "fast":		
Soap operas	0	(343)
News	0	
Religious	0	
Sexual	0	
Sports	4	
Movies	1	
Crime	23	
Crime Adventure	11	
Adult Family	2	
Family	2	
Children's Family	0	
Medical	0	
Drama	2	
Children's shows	1	
Cartoons	6	
Game shows	0	
Musical & Variety	1	
Documentaries	0	
Ethnic	0	
16. After criminal "serves time" and is released from jail, viewer perceives criminal as <sup>v</sup> :		
Repeating crime	29	(344)
Going to school	58	
Getting a job	11	
17. Enjoy viewing violent/nonviolent behaviours on TV:		
Fighting	70	(345)
People angry	56	(346)
People scared	65	(347)
People helping people	82	(348)
People getting hurt	36	(349)
Police shooting criminals	51	(350)
People being frinedly	92	(351)
People yelling at each other	47	(352)
Name-calling	39	(353)
*Average number of violent behaviours enjoyed on TV <sup>i</sup> : 2.4 (maximum is 5)		(354)
*Average number of negative emotions enjoyed on TV <sup>v</sup> : 1.2 (maximum is 2)		(355)
*Average number of prosocial behaviours enjoyed on TV <sup>v</sup> : 1.8 (maximum is 2)		(356)
18. Average number of things (e.g., monsters, screaming, criminals) which frighten viewers on TV <sup>w</sup> : 3.3 (maximum is 11)		(357)

Question/item	Percentage	
19. What viewer does when frightened by contents on TV:		
Hide/close eyes	48	(358)
Too afraid to move	30	(359)
Turn off TV	26	(360)
Tell someone	31	(361)
Change channel	40	(362)
Watch it anyway	74	(363)
Pretend not afraid	49	(364)
Average number of ways viewer avoids TV contents when frightened:		(365)
1.8 (maximum is 5)		
20. Viewer talks to parents about what seen on TV:		
Some	52	(366)
Lots	31	
21. Viewer gets tired of commercials on TV:	75	(367)
23. When watching TV, viewer likes being:		
Scared	60	(368)
Excited	91	(369)
Saddened	25	(370)
Upset	17	(371)
Average number of emotions: 2.0 (maximum is 4)		(372)
24. Viewer talks with friends about what seen on TV:		
Some	37	(373)
Lots	51	
25. Perceptions and comparisons between TV and viewer:		
Homes on TV are nicer than viewers'	80	(375)
Kids happier on TV than viewers	60	(376)
Kids on TV have more things than viewers	59	(377)
Kids on TV have more friends than viewers	50	(378)
Average number of negative evaluations of self by viewers:		(379)
2.5 (maximum is 4)		
26. TV as "background noise" as perceived by viewer:		
Some	44	(380)
Lots	14	
27. Viewers' TV watching habits:		
Watch TV by self	94	(381)
Watch TV with friends	87	(382)
Watch TV with parents	94	(383)
Watch TV while doing homework	42	(384)
Watch TV while eating	67	(385)

Question/item	Percentage
28. Viewers' ability to guess next events on TV: *Average proportion of time can guess <sup>x</sup> : 85%	(386)
29. Average number of times TV engenders guilt or shame in viewer through recalling past aggressions <sup>y</sup> : 1.3 (maximum is 4)	(387)
30. Viewer prefers volume on TV:	
Soft	33 (388)
Loud	63
Very loud	2
31. Average "rationalization" score (e.g., claimed to do something because saw it on TV) <sup>v</sup> : .7 (maximum is 2)	(390)
32. Viewer dreams at nights about TV contents:	77 (391)
Viewer has nightmares about TV contents:	57 (392)
33. Viewer believes watches "too much TV":	42 (393)
34. Viewer believes that s/he learns things on TV that shouldn't learn:	54 (395)
Violent themes/behaviours	36 (396)
Nonviolent themes/behaviours	9
35. Viewer claims being "really upset when s/he sees it on TV":	54 (397)
Violent themes/behaviours <sup>z</sup>	33 (398)
Nonviolent themes/behaviours	16
36. Viewers' preference for programmes--those which:	
Tell a story	54 (399)
Just show something	28

#### TV Preferences

#### Derived Scores

How often viewer watches (the greater the score, the more watched)<sup>aa</sup>:

*	Crime/Crime Adventure <sup>bb</sup>	1.86 (1=None, 2=Some, 3=Lots)	(400)
*	Situation Comedies	1.90	(410)

Question/item			Percentage
*	Children's Programmes	2.03	(420)
*	Drama	1.85	(430)

How much viewers like (the greater the score, the greater the liking)<sup>aa</sup>:

*	Crime/Crime Adventure	2.60 (1=None, 2=Some, 3=Lots)	(401)
*	Situation Comedies	2.58	(411)
*	Children's Programmes	2.62	(421)
*	Drama	2.49	(431)

How often viewer said someone (or feelings) hurt (the greater the score, the more people perceived as hurt)<sup>cc</sup>:

*	Crime/Crime Adventure	.87 (1.00=1 perception of hurt/ programme watched)	(402)
*	Situation Comedies	.12	(412)
*	Children's Programmes	.39	(422)
*	Drama	.55	(432)

Viewers perceptions of physical means (e.g., body, weapons, accidents) of being hurt (the greater the score, the greater the means were perceived as physical)<sup>dd</sup>:

*	Crime/Crime Adventure	.87	(403)
*	Situation Comedies	.12	(413)
*	Children's Programmes	.34	(423)
*	Drama	.70	(433)

Viewers perceptions of psychological means (e.g., verbal, passive aggression, indirect aggression) of being hurt (the greater the score, the greater the means were perceived as psychological)<sup>dd</sup>:

*	Crime/Crime Adventure	.00	(404)
*	Situation Comedies	.09	(414)
*	Children's Programmes	.00	(424)
*	Drama	.03	(434)

Viewers' failure to understand why a person was hurt (the greater the score, the greater the lack of understanding)<sup>ee</sup>:

*	Crime/Crime Adventure	1.60	(405)
*	Situation Comedies	.21	(415)
*	Children's Programmes	.29	(425)
*	Drama	.91	(435)

Viewers' emotional/attributional explanations (e.g., "angry," "criminal," "deserved it") for why someone was hurt (the greater the score, the greater the emotional/attributional explanations perceived by viewers)<sup>ff</sup>:



Question/Item		Percentage
*	Crime/Crime Adventure	.39 (406)
*	Situation Comedies	.03 (416)
*	Children's Programmes	.03 (426)
*	Drama	.06 (436)

Viewers' explanations in terms of personal/"selfish" reasons (e.g., assailant wishes to gain status, money, love) why someone was hurt (the greater the score, the greater the personal reasons for assailant perceived by viewers)<sup>ff</sup>:

*	Crime/Crime Adventure	.21 (407)
*	Situation Comedies	.04 (417)
*	Children's Programmes	.04 (427)
*	Drama	.04 (437)

Viewers' explanations in terms of accidents (e.g., unintentional, acts of nature) of why people were hurt (the greater the score, the greater the accidental causes of pain perceived by viewers)<sup>ff</sup>:

*	Crime/Crime Adventure	.11 (408)
*	Situation Comedies	.03 (418)
*	Children's Programmes	.12 (428)
*	Drama	.46 (438)

Percentage Data: Comparisons Among Crime/Crime Adventure, Situation Comedies, Children's Programmes, & Drama

Viewers' Preferences: Programmes watched most:

Crime/Crime Adventure	9%	(439)
Situation Comedies	25	
Children's Programmes	33	
Drama	17	
Other (including no preferences)	16	

Viewers' Preferences: Programmes liked most:

Crime/Crime Adventure	16	(440)
Situation Comedies	19	
Children's Programmes	11	
Drama	8	
Three kinds of programmes tied as most liked	15	
Other (including no preferences at all)	30	

Perceptions of which programmes contained the most people getting hurt (or their feelings hurt), i.e., violence:

Crime/Crime Adventure	44	(441)
Situation Comedies	0	
Children's Programmes	8	
Drama	7	
Crime/Crime Adventure & Drama tied for most violence	11	

Question/item	Percentage	
Crime/Crime Adventure & Children's Programmes tied for most violence	14	
Other (including no distinctions among programmes)	16	
Perceptions of which programmes contained the most physical means of violence:		
Crime/Crime Adventure	27	(442)
Situation Comedies	0	
Children's Programmes	1	
Drama	4	
Crime/Crime Adventure tied for most physical violence	28	
Three kinds of programmes tied	22	
Other (including no distinctions)	18	
Perceptions of which programmes contained the most psychological means of violence:		
Crime/Crime Adventure	1	(443)
Situation Comedies	8	
Children's Programmes	0	
Drama	2	
Other (including no distinctions)	74	

<sup>a</sup>The number in the extreme left column corresponds to the question number on the inventories and the questionnaire. Some percentages may not total to 100%; this is either due to some children not responding and/or rounding. An \* indicates a derived score, one which used more than one item for its determination.

<sup>b</sup>Derived by combining scores for watching with parents and watching with friends/siblings.

<sup>c</sup>Derived by combining number of kinds of programmes watched with how often, i.e., kinds X often.

<sup>d</sup>Derived by combining number of kinds of aggressive programmes watched with how often watched, i.e., kinds X often.

<sup>e</sup>Derived by combining scores from mothers' and fathers' "total aggression watched."

<sup>f</sup>Derived by (a) assigning 1=little bit and 2=very much for each item, (b) summing over all 27 items, and (c) dividing total points by

# of items checked

<sup>g</sup>For all items (except H & J, which were the reverse), (a) assigning 1=never ...7=always, (b) summing over all 10 items, and (c) dividing total points by

$$\frac{\text{\# of items checked}}{10}$$

<sup>h</sup>Score based upon solutions suggested in eight situations.

<sup>i</sup>Average number of items involving all forms of aggression.

<sup>j</sup>Derived by combining the kinds and incidence of aggression.

<sup>k</sup>Derived by combining answers when "with parents" and "alone."

<sup>l</sup>Derived by combining answers to the last three items in Question 8.

<sup>m</sup>Derived by combining instances of "yelling" and "name-calling."

<sup>n</sup>Derived by combining instances of "helping" and hearing people "say they were sorry."

<sup>o</sup>Derived by combining answers to all four items.

<sup>p</sup>Derived by combining answers to all the aggressive items.

<sup>q</sup>Derived by combining answers to the items.

<sup>r</sup>Derived by combining answers to the three items.

<sup>s</sup>Derived by combining answers to the seven items.

<sup>t</sup>Derived by combining answers to the three comparison stimuli.

<sup>u</sup>Derived by combining answers to the two emotions.

<sup>v</sup>Derived by combining answers to two items.

<sup>w</sup>Derived by combining answers to 11 items.

<sup>x</sup>Derived by combining answers to three items.

<sup>y</sup>Derived by combining answers to four items.

<sup>z</sup>Derived from score spontaneous answers.

<sup>aa</sup>Derived scores by combining appropriate programmes (see note bb) and dividing number of programmes asked about by interviewer (occasionally not all programmes were asked because of diminished attention-span).

<sup>bb</sup> Crime/Crime Adventure programmes: "Bionic Woman, Starsky and Hutch, Six Million Dollar Man, Adam 12, S.W.A.T., Sidestreet, Kojak."

Situation Comedies: "Happy Days, Laverne and Shirley, Rhoda, Welcome Back Kotter, Mary Tyler Moore Show, Phyllis, Good Times."

Children's programmes: "Flintstones, Sesame Street, World of Disney, Bugs Bunny/Road Runner Show, Partridge Family, Gilligan's Island, Brady Bunch,"

Drama programmes: "Waltons, Little House on the Prairie, Emergency, Forest Rangers, Beachcombers."

<sup>cc</sup> Derived score reflecting the number of times someone was hurt divided by the number of shows watched for that category.

<sup>dd</sup> Derived score reflecting the number of times physical or psychological aggression was used per victim.

<sup>ee</sup> Derived score reflecting the number of times a viewer did not understand why the aggression occurred per victim.

<sup>ff</sup> Derived score reflecting the explanations given for aggression per victim.

responding in a particular manner to each question, and occasionally, by an average score. The numbers in parentheses at the extreme right of the table indicate the item numbers which were subsequently analyzed; missing numbers, e.g., 82-101, indicate these data were not individually analyzed, usually because they were components which made up other items which were analyzed.

Table 3 (pages 86-105 ) presents the significant ( $p \leq .05$ ) Pearson Correlation Coefficients calculated among the items in Phase I. To read this table, one merely finds the item number listed under "Positive" or "Negative Correlation" in the right-hand portion of the table and look up the corresponding number in parentheses in Table 2. For example, the "Number of children in family" (item number 1 in Table 3) is positively and significantly correlated with item number 10 in Table 3 ("The number of working TV's in home", item number 10 in parentheses in Table 2). Or, if one desires to know all the variables significantly correlated with the "Viewer's birth order" (item number 3 in Table 3), one examines all the item numbers listed to the right of that item in Table 3 and looks up the wordings of the items in Table 2. Another example is the reverse process: if a person is interested in a variable not listed in the left-hand column of Table 3, e.g., whether viewers perceive "Kids on TV have more friends" than themselves (item number 378 in parentheses in Table 2). One merely examines the right-hand columns in Table 3 for the item (number 378); thus, one would find item numbers 4 ("Age of viewer" translated from Table 2), 18 ("Cable TV in home"), 43 ("Conflict occurs when two viewers wish to watch different programmes") and so on. Thus, every significant correlation among the selected variables is listed in Table 3 and is available to the reader. When a corresponding item number is not present in the right-hand columns in Table 3, this indicates that it was not significantly correlated



Table 3

Selected Significant<sup>a</sup> Correlations Among Answers to Questions/Items

in Phase I: Parents' Questionnaire, and Personal Experiences,

TV Preferences and TV Perceptions Interviews

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
1 . Number of Children in Family	10, 12, 14, 15, 31, 32, 33, 34, 35, 36, 79, 131, 133, 135, 143, 150, 151, 153, 154, 161, 169, 173, 179, 186, 187, 188, 189, 231, 237, 284, 294, 377, 387, 402, 415, 425, 427, 430, 435	25, 29, 37, 39, 42, 78, 102, 103, 104, 126, 127, 128, 129, 160, 166, 275, 276, 303, 323, 326, 366, 371, 381, 385, 406
3. Viewer's Birth Order 1 = Oldest 2 = Next Oldest, etc.	10, 12, 14, 15, 31, 32, 35, 36, 79, 131, 150, 158, 161, 223, 229, 237, 284, 287, 294, 297, 310, 336, 365, 410, 422	25, 29, 39, 65, 102, 103, 104, 139, 235, 276, 320, 327, 350, 381, 383, 388, 406
4. Age of Viewer in Years	10, 14, 16, 20, 21, 78, 131, 132, 134, 144, 145, 146, 152, 157, 171, 172, 174, 175, 176, 177, 178, 180, 183, 184, 185, 188, 190, 191, 192, 194, 195, 196, 206, 208, 217, 221, 224, 226, 227, 228, 231, 235, 245, 249, 250, 276, 277, 279, 280, 285, 286, 288, 289, 290, 291, 293, 294, 297, 298, 310, 311, 315, 318, 319, 320, 324, 327, 328, 329, 330, 331, 332, 333, 335, 336, 345, 346, 352, 353, 354, 355, 367, 369, 370, 372, 373, 384, 386, 387, 388, 399, 402, 403, 405, 410, 411, 412, 413, 414, 415, 417, 434	65, 66, 69, 70, 73, 74, 77, 102, 129, 130, 136, 148, 149, 158, 159, 161, 187, 219, 229, 233, 239, 244, 278, 299, 304, 305, 308, 309, 313, 314, 365, 376, 378, 392, 420, 421, 430, 431, 440

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
5. Sex of Viewer	135, 138, 172, 187, 188,	19, 26, 28, 129, 130,
1 = Male	192, 209, 237, 242, 275,	133, 150, 198, 246,
2 = Female	277, 312, 315, 357, 365,	289, 310, 320, 339,
	410	342, 344, 345, 347,
		349, 350, 354, 380,
		381, 390, 400, 432
6. Grades in School	10, 11, 17, 71, 76, 146,	65, 66, 102, 129, 136,
1 = F's, Unsatis-	154, 160, 174, 175, 176,	141, 148, 149, 159,
factory	177, 178, 179, 180, 183,	193, 219, 233, 239,
.	184, 185, 186, 200, 208,	301, 313, 391, 392,
.	221, 222, 226, 234, 235,	420, 421, 430, 431,
.	249, 279, 280, 285, 286,	433, 441
.	289, 290, 291, 293, 294,	
.	311, 320, 327, 328, 329,	
9 = A's	330, 331, 332, 335, 342,	
	346, 353, 355, 367, 369,	
	373, 381, 384, 387, 388,	
	390, 400, 402, 403, 410,	
	411, 414, 439	
8. Socio-Economic Status of Parents	73, 104, 137, 141, 412,	12, 134, 244, 287,
1 = Professional	414	290, 323, 326, 347,
2 = Skilled		355, 375
3 = Semi/Un- Skilled		
9. Marital Status of Parents	30, 34, 35, 39, 40, 41,	13, 21, 66, 81, 129,
1 = Single	42, 70, 71, 73, 74, 76,	133, 135, 139, 177,
2 = Married	103, 104, 125, 126, 127,	201, 415, 425
	137, 138, 147, 163, 174,	
	185, 228, 234, 239, 244,	
	245, 300, 306, 351, 356,	
	365, 366, 369, 381, 388,	
	390, 397	
10. Number of Working TV's in Home	14, 15, 16, 17, 18, 20,	19, 65, 66, 67, 129,
	21, 32, 35, 37, 41, 69,	154, 166, 201, 301,
	81, 102, 103, 104, 125,	304, 308, 368, 375,
	126, 132, 139, 168, 174,	381, 440
	175, 185, 189, 191, 198,	
	221, 239, 329, 335, 353,	
	354, 355, 386, 393, 410,	
	415, 425	

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
16. TV Located in Child-Viewer's Bedroom 1 = No 2 = Yes	125, 126, 127, 133, 134, 142, 145, 146, 175, 177, 198, 218, 221, 223, 224, 225, 226, 227, 234, 329, 332, 335, 340, 341, 353, 354, 367, 368, 385, 401, 402, 403, 410, 413, 426, 433	19, 23, 24, 31, 33, 65, 66, 67, 143, 158, 167, 187, 215, 235, 244, 304, 308, 310
18. Cable TV in Home 1 = No 2 = Yes	26, 34, 37, 38, 40, 41, 42, 68, 74, 78, 80, 81, 102, 103, 104, 132, 144, 146, 148, 153, 177, 192, 193, 216, 222, 227, 232, 233, 238, 279, 280, 285, 287, 293, 302, 306, 329, 341, 342, 345, 346, 350, 354, 355, 378, 379, 384, 387, 400, 401, 410, 411, 413, 415, 422, 423, 425, 426, 441	19, 24, 66, 130, 135, 138, 154, 156, 159, 166, 172, 235, 315, 319, 339, 394, 397, 407, 419, 430, 431, 433
19. How Often Parents Discourage TV Watching 1 = Never 2 = Occasionally 3 = Often	34, 40, 65, 66, 67, 156, 158, 159, 160, 161, 162, 166, 205, 228, 235, 304, 339, 357	103, 104, 125, 126, 127, 135, 143, 145, 146, 149, 151, 153, 174, 175, 185, 187, 222, 279, 319, 335, 373, 391, 392, 397, 400, 442, 443
28. Number of Reasons for Discouraging TV-Watching	32, 33, 34, 37, 38, 39, 40, 41, 65, 66, 72, 75, 77, 78, 80, 81, 129, 133, 152, 157, 159, 161, 167, 173, 178, 182, 183, 197, 204, 205, 235, 247, 249, 333, 334, 349, 354, 356, 357, 386, 393, 410, 427, 430, 435, 437	76, 105, 107, 130, 168, 187, 189, 200, 231, 232, 237, 282, 292, 314, 370, 372

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
29. Viewer Eats While Watching TV 1 = No 2 = Occasionally 3 = Often	31, 33, 34, 35, 36, 37, 38, 39, 41, 42, 72, 102, 104, 125, 126, 127, 128, 129, 154, 193, 213, 214, 218, 222, 224, 225, 226, 227, 233, 245, 246, 249, 290, 314, 317, 319, 326, 327, 328, 330, 336, 346, 348, 356, 370, 375, 379, 381, 384, 385, 393, 395, 402, 412, 413, 414	65, 66, 67, 131, 135, 146, 147, 179, 186, 201, 408, 415, 420, 421, 425, 430, 431, 435, 443
30. Watching Distance from TV Set 1 = 1-3 Feet 2 = 3-6 Feet 3 = 6-10 Feet 4 = 10+ Feet	38, 70, 76, 103, 125, 126, 127, 130, 137, 171, 174, 181, 185, 220, 247, 293, 300, 311, 351	67, 81, 133, 140, 143, 151, 153, 155, 167, 189, 194, 236, 281, 282, 315, 350, 375, 376, 379, 391, 399, 405, 406, 415, 425, 426, 432, 433, 435
43. Conflict When 2 Viewers Wish to Watch Different Programmes	138, 144, 147, 158, 162, 163, 164, 190, 191, 233, 242, 243, 248, 287, 290, 300, 312, 324, 333, 341, 356, 369, 373, 375, 378, 379, 388, 405, 406, 417	70, 75, 131, 133, 136, 140, 141, 150, 172, 207, 208, 209, 211, 237, 240, 289, 310, 337, 342, 382, 391, 399, 421, 440, 442, 443
65. Crime/Crime Ad- venture Programmes Deemed Inappro- priate for Child- ren by Parents	155, 156, 159, 162, 164, 228, 301, 304, 313, 420, 426, 431, 433	73, 74, 79, 80, 103, 104, 125, 126, 127, 128, 139, 144, 150, 151, 152, 169, 175, 176, 177, 180, 184, 186, 189, 201, 203, 206, 219, 226, 227, 231, 238, 243, 246, 285, 286, 290, 291, 292, 311, 318, 320, 321, 323, 329, 331, 332, 335, 345, 346, 353, 368, 372, 373, 390, 400, 401, 410, 411,

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
66. Total Aggressive Programmes Deemed Inappropriate for Children by Parents	136, 155, 159, 162, 186, 228, 301, 304, 312, 420, 421, 430, 433	73, 74, 79, 80, 103, 104, 125, 126, 127, 128, 144, 150, 151, 152, 169, 172, 175, 177, 180, 184, 189, 203, 219, 221, 222, 226, 227, 232, 238, 246, 283, 285, 286, 287, 291, 292, 311, 318, 321, 323, 329, 331, 335, 336, 348, 353, 366, 368, 370, 372, 373, 378, 400, 401, 410, 411, 442
67. Average Number of Programmes Deemed Inappropriate by Parents	148, 149, 155, 156, 159, 163, 167, 192, 222, 236, 304, 317, 384, 390, 395, 396, 433, 437, 438	68, 69, 73, 74, 75, 76, 103, 104, 125, 126, 127, 130, 168, 176, 202, 242, 243, 300, 311, 345, 400, 401
68. How Often Parents Encourage TV- Watching 1 = Never 2 = Occasionally 3 = Often	130, 218, 233, 234, 238, 240, 249, 303, 366, 383, 401, 423, 426	135, 140, 144, 153, 163, 167, 172, 236, 350, 351, 416
77. Number of Reasons for Encouraging TV-Watching	79, 80, 81, 102, 103, 104, 125, 126, 127, 128, 129, 136, 140, 148, 149, 233, 244, 308, 376, 383, 390, 406, 420, 427	138, 145, 165, 200, 284, 286, 288, 290, 294, 297, 315, 327, 333, 372, 377, 410, 411, 412, 413, 438
80. "Socialness" of TV Viewing	81, 102, 103, 104, 126, 128, 149, 175, 182, 185, 247, 300, 329, 335, 387, 436	135, 164, 165, 196, 217, 228, 230, 282, 291, 298, 304, 347, 349, 352, 355, 377, 381, 438
81. Use of TV as "Background Noise"	102, 103, 104, 129, 143, 144, 146, 148, 149, 150, 151, 153, 189, 203, 216, 376, 378, 379, 380, 398, 413, 415, 425, 427	130, 154, 156, 159, 160, 165, 166, 179, 223, 225, 289, 319, 320, 348, 381, 414, 431



Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
102. Amount of TV Watched by Mother	125, 126, 129, 139, 143, 148, 151, 153, 233, 238, 244, 247, 296, 378, 381, 400, 401, 421, 431, 442	134, 138, 160, 178, 179, 192, 199, 208, 217, 235, 237, 286, 289, 290, 291, 292, 293, 294, 297, 298, 310, 319, 352, 353, 354, 370, 372, 377
103. Number of Aggres- sive Programmes Watched by Mother	125, 126, 127, 132, 143, 144, 148, 149, 151, 187, 222, 226, 227, 242, 244, 277, 305, 318, 321, 323, 324, 331, 335, 341, 348, 369, 378, 383, 400, 401, 402, 410, 411, 412, 414, 421, 428, 431, 432, 440, 441	179, 199, 237, 291, 294, 315, 384, 415, 425
104. Total Aggression Watched by Mother	125, 126, 132, 139, 143, 148, 149, 151, 152, 153, 187, 193, 222, 233, 244, 275, 276, 277, 278, 279, 280, 321, 323, 325, 331, 348, 356, 383, 400, 401, 411, 412, 414, 421, 428, 431, 432, 441, 442	137, 178, 179, 208, 298, 310, 347, 352, 355, 377, 384
125. Amount of TV Watched by Father	130, 131, 137, 187, 230, 233, 305, 314, 319, 331, 345, 350, 381, 395	135, 139, 141, 143, 177, 199, 201, 211, 216, 217, 282, 327, 341, 375, 391, 400, 415, 425, 430
126. Number of Aggressive Programmes Watched by Father	181, 187, 221, 226, 233, 249, 305, 319, 323, 331, 345, 350, 367, 369, 381, 390, 395, 414, 421, 423	135, 177, 199, 201, 211, 215, 216, 217, 282, 287, 341, 391, 425, 430, 439
127. Total Aggression Watched by Father	181, 187, 233, 276, 279, 280, 281, 305, 314, 319, 350, 381, 390	139, 201, 287, 313, 327, 330, 341, 375, 391, 398, 400, 415, 425, 430, 439

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
128. Total Aggression Watched by Mother and Father	157, 222, 305, 314, 323, 331, 336, 401, 412, 413, 416, 421, 428	170, 174, 175, 177, 185, 197, 211, 216, 217, 230, 283, 284, 285, 286, 287, 288, 289, 290, 291, 293, 294, 297, 298, 299, 310, 320, 327, 330, 377, 411, 443
129. Activity Level of Viewer	130, 133, 141, 143, 144, 149, 150, 151, 153, 155, 157, 158, 159, 161, 167, 198, 203, 207, 219, 227, 229, 233, 236, 238, 244, 246, 248, 276, 305, 345, 380, 396, 405, 433, 440, 442	174, 175, 180, 181, 184, 185, 186, 235, 237, 289, 293, 311, 321, 331, 386, 391
130. Introversion- Extroversion	141, 232, 233, 234, 240, 247, 319, 322, 339, 381, 385, 396, 421	140, 163, 167, 192, 235, 236, 293, 335, 346, 350, 352, 354, 386, 405, 425, 435
133. Physical Aggression as Solution to Problems Suggested by Viewer	142, 143, 144, 148, 149, 150, 151, 153, 193, 195, 197, 198, 203, 204, 206, 207, 233, 243, 246, 249, 294, 310, 332, 345, 346, 350, 354, 378, 380, 387, 395, 396, 401, 420, 421, 422, 423, 430, 431, 441	137, 138, 139, 147, 181, 235, 242, 311, 315, 320, 327, 330, 331, 351, 356, 357, 369, 370, 372, 397, 438
134. Verbal Aggression as Solution to Problems Suggest- ed by Viewer	142, 153, 165, 176, 177, 178, 180, 183, 184, 195, 196, 206, 207, 220, 221, 222, 224, 226, 227, 231, 246, 249, 275, 276, 279, 286, 289, 290, 291, 293, 311, 323, 326, 329, 330, 331, 335, 339, 340, 342, 345, 346, 352, 353, 354, 355, 365, 367, 368, 369, 370, 372, 373, 384, 391, 397, 399, 410, 411, 416, 434	137, 139, 168, 187, 242, 421, 430, 431

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
135. Passive Aggression as Solution to Problems Suggested by Viewer	172, 196, 216, 275, 276, 280, 281, 285, 310, 312, 317, 332, 335, 373, 410, 411, 430, 431, 437, 443	137, 138, 148, 168, 185, 191, 210, 241, 299, 314, 349, 376, 379, 381, 385
136. Indirect Aggression as Solution to Problems Suggested by Viewer	148, 149, 214, 216, 237, 254, 278, 281, 299, 305, 308, 309, 313, 421, 440	137, 138, 144, 145, 146, 147, 173, 174, 175, 176, 178, 179, 180, 183, 184, 185, 199, 200, 208, 218, 221, 224, 225, 226, 227, 230, 234, 235, 238, 243, 245, 248, 249, 252, 280, 285, 286, 289, 290, 291, 294, 298, 311, 315, 319, 327, 328, 330, 332, 333, 335, 340, 346, 349, 354, 367, 369, 372, 373, 387, 388, 400, 402, 403, 407, 410, 411, 422, 435, 438
137. Constructive Solutions to Problems Suggested by Viewer	147, 168, 176, 177, 194, 200, 235, 241, 286, 289, 314, 351, 381, 386, 388, 403, 405, 407, 417, 418, 435, 438	138, 139, 151, 156, 161, 167, 195, 196, 206, 209, 211, 222, 232, 244, 282, 287, 305, 335, 350, 380, 401, 408, 430
140. Total Aggressive Solutions to Problems Suggested by Viewer	142, 149, 153, 166, 167, 178, 192, 195, 196, 204, 206, 207, 216, 222, 237, 242, 249, 277, 279, 275, 288, 301, 304, 305, 310, 313, 317, 345, 346, 347, 350, 353, 354, 355, 373, 387, 391, 396, 408	147, 168, 179, 181, 185, 210, 315, 351, 435, 438
151. Total Use of Aggression by Viewer	152, 153, 155, 157, 161, 163, 167, 175, 180, 184, 188, 189, 195, 197, 200, 201, 203, 204, 205, 206, 207, 213, 216, 221, 222, 226, 227, 236, 246, 247, 249, 324, 329, 332, 333, 335, 336, 341, 347, 355, 367, 373, 376, 378, 379, 380, 387, 388, 390, 392, 400, 401, 403, 430, 435	154, 160, 168, 292

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
166. Overall Positive Emotions of Viewer	167, 193, 204, 207, 245, 297, 308, 323, 331, 338, 346, 347, 348, 355, 356, 368, 372, 374, 385, 401, 402, 403, 406, 411, 431, 432, 433, 435, 438	181, 222, 241, 399, 415
167. Overall Negative Emotions of Viewer	173, 182, 193, 195, 196, 197, 205, 206, 207, 208, 212, 214, 215, 216, 241, 275, 276, 281, 282, 304, 305, 308, 312, 322, 327, 328, 330, 341, 344, 347, 349, 353, 354, 355, 357, 365, 371, 376, 378, 379, 384, 387, 391, 392, 395, 396, 401, 402, 403, 405, 408, 411, 416, 421, 423, 427, 428, 432, 438	168, 240, 292, 293
172. Positive Parent Relationship	187, 188, 200, 223, 283, 284, 285, 286, 287, 288, 293, 294, 297, 298, 310, 311, 324, 330, 335, 366, 367, 382, 386, 387, 388, 394, 406, 410, 411, 413, 416	191, 192, 197, 198, 233, 282, 304, 350, 376, 423, 426, 432, 433, 435, 437, 438
182. Seen Physical Aggression in Real Life	183, 184, 185, 186, 208, 294, 297, 315, 332, 334, 335, 349, 392, 399, 405, 421, 430	201, 209, 211, 212, 214, 217, 239, 251, 275, 278, 311, 340, 371, 411
183. Seen Verbal Aggres- sion in Real Life	185, 186, 199, 208, 221, 224, 226, 227, 235, 245, 283, 285, 286, 288, 289, 291, 302, 306, 315, 320, 322, 323, 325, 327, 328, 330, 331, 332, 333, 334, 335, 346, 355, 367, 373, 375, 376, 379, 384, 387, 388, 399, 402, 403, 410, 411, 430	187, 192, 201, 209, 211, 215, 275, 278, 282, 305, 313, 421

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
184. Seen Passive Aggression in Real Life	185, 195, 199, 200, 202, 206, 207, 208, 210, 213, 216, 217, 221, 222, 224, 226, 227, 231, 234, 248, 250, 276, 280, 283, 286, 290, 298, 311, 320, 322, 324, 327, 328, 330, 335, 342, 343, 352, 353, 354, 367, 369, 377, 386, 387, 388, 391, 392, 410, 411, 428	187, 244, 292, 374
185. Seen Indirect Aggression in Real Life	186, 191, 192, 200, 207, 208, 221, 223, 224, 226, 227, 235, 280, 283, 284, 285, 286, 288, 289, 293, 294, 297, 302, 306, 320, 322, 323, 329, 330, 331, 332, 333, 341, 353, 361, 367, 368, 373, 386, 387, 390, 392, 399, 407, 410, 411, 413, 422, 423, 432	214, 239, 278, 281, 282
194. Overall Attractiveness of Criminal Activities	195, 206, 275, 289, 304, 314, 333, 345, 352, 354, 390, 407	223, 232, 238, 378, 384, 386
206. Overall Attractiveness of Real Life Aggression	207, 216, 217, 221, 234, 236, 239, 245, 246, 249, 285, 290, 295, 296, 329, 332, 340, 345, 346, 347, 349, 350, 351, 352, 353, 354, 355, 356, 368, 370, 371, 372, 384, 385, 388, 390, 399, 400, 401, 404, 414, 417, 419, 434, 437	421
207. Amount of Pretend Victimization	208, 212, 213, 216, 219, 220, 223, 224, 225, 226, 227, 230, 232, 236, 238, 246, 249, 250, 279, 290, 299, 301, 302, 303, 304,	237, 242, 316



Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
207. Amount of Pretend Victimization (cont'd)	306, 307, 308, 310, 313, 320, 326, 328, 329, 330, 332, 339, 341, 345, 346, 347, 349, 350, 352, 353, 354, 355, 357, 365, 366, 367, 368, 370, 372, 373, 376, 381, 382, 384, 387, 390, 391, 392, 395, 396, 402, 403, 411, 412, 413, 416, 422, 427, 432, 436	
208. Amount of Sensitization	213, 215, 219, 220, 221, 223, 225, 226, 227, 230, 234, 238, 241, 249, 252, 276, 286, 291, 293, 311, 312, 313, 320, 327, 328, 330, 332, 340, 341, 348, 351, 357, 365, 367, 375, 377, 379, 381, 382, 384, 386, 387, 392, 395, 402, 403, 407, 410, 412, 413, 414, 416	239, 281, 321
225. Social Motives for Watching TV	226, 233, 238, 243, 245, 247, 249, 283, 286, 287, 291, 298, 300, 302, 306, 318, 320, 323, 326, 328, 329, 330, 332, 335, 339, 340, 341, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 365, 366, 367, 368, 369, 372, 373, 375, 379, 380, 384, 385, 387, 390, 391, 392, 399, 400, 401, 402, 403, 410, 411	228, 308, 309, 313, 415, 425, 431

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
226. Nonsocial motives for Watching TV	230, 231, 232, 234, 238, 246, 247, 249, 252, 255, 276, 279, 284, 285, 287, 289, 290, 291, 298, 302, 306, 310, 311, 317, 318, 319, 320, 322, 324, 326, 327, 328, 329, 330, 331, 332, 333, 335, 336, 340, 341, 342, 343, 345, 346, 347, 349, 351, 352, 353, 354, 355, 357, 366, 367, 368, 369, 370, 372, 373, 375, 376, 377, 379, 380, 381, 383, 384, 385, 386, 387, 388, 390, 391, 393, 399, 400, 401, 402, 403, 410, 411, 413, 416, 420, 434	228, 308, 309, 313, 415, 425, 431
235. Use of Books as Sources for Information	319, 320, 327, 328, 330, 353, 367, 369, 373, 386, 399, 407	236, 237, 238, 239, 278, 281, 282, 295, 299, 313, 340, 380, 382, 401, 420, 421
238. Use of TV as Source for Information	249, 277, 279, 284, 285, 287, 294, 302, 304, 305, 306, 332, 333, 335, 337, 339, 340, 349, 351, 354, 356, 357, 366, 368, 370, 371, 380, 381, 383, 385, 387, 399, 401, 402	272, 407
240. Number of Friends of Viewer	287, 288, 297, 298, 319, 320, 325, 330, 347, 353, 367, 373, 375, 376, 380, 391, 394, 395, 406	244, 245, 302, 308, 312, 378, 405, 408, 419, 425, 427, 428, 435, 438
276. Sexual stereo- typing: Females are "Smarter"	277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 301, 303, 304, 307, 310, 317, 319, 328, 330, 335, 346, 348, 357, 365, 367, 369, 370, 371, 385, 397, 402, 406, 410, 412	313, 389

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
277. Sexual Stereo- typing: Females are "More Exciting"	278, 279, 280, 281, 282, 286, 289, 297, 303, 307, 311, 321, 328, 348, 357, 365, 368, 369, 370, 371, 372, 382, 383, 385, 387, 406, 410, 412, 413, 414, 417, 426, 438	378, 420
278. Sexual stereo- typing: Females Hurt More People	279, 280, 281, 282, 299, 301, 303, 307, 344, 371	287, 288, 290, 300, 318, 321, 323, 325, 326, 327, 331, 353, 367, 373, 379, 384, 387, 390, 393, 399, 401, 403
280. Sexual stereo- typing: Females Help More People	281, 282, 286, 289, 290, 291, 298, 303, 307, 321, 328, 331, 335, 346, 348, 356, 357, 365, 368, 369, 372, 375, 388, 402, 405, 412, 416	313, 316, 378, 381, 421, 436
281. Sexual Stereo- typing: Females Get Hurt More	282, 301, 303, 304, 307, 310, 315, 336, 369, 371, 372, 406	284, 287, 318, 321, 323, 327, 331, 339, 367, 377, 399
282. Sexual Stereo- typing: Females Make More Mistakes	303, 304, 307, 315, 365, 366, 368, 370, 371, 372, 385, 391, 397	283, 284, 285, 287, 288, 291, 318, 323, 325, 331, 334, 339, 367, 381, 388
306. Positive Feelings While Watching Favourite Programme	328, 329, 334, 335, 346, 351, 355, 356, 357, 365, 366, 367, 373, 382, 384, 387, 391, 392, 399, 401, 402, 410, 411, 413, 420	316, 371, 377, 381
307. Negative Feelings While Watching Favourite Programme	317, 320, 332, 350, 352, 354, 357, 366, 368, 370, 371, 372, 379, 391, 392, 395, 396, 432, 434	314

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
310. TV Solutions to Problems: Physical Aggression	317, 320, 324, 332, 336, 338, 342, 343, 345, 346, 349, 353, 354, 367, 384, 398	313, 314, 315, 316, 321, 334, 351, 356, 420, 437
311. TV Solutions to Problems: Verbal Aggression	317, 318, 320, 322, 327, 328, 329, 330, 331, 332, 333, 335, 340, 342, 343, 346, 352, 353, 355, 367, 373, 377, 381, 384, 385, 386, 387, 388, 397, 400, 402, 403, 410, 411, 412, 413, 414, 416, 417, 434	312, 313, 314, 315, 316, 420, 421, 430, 431
312. TV Solutions to Problems: Passive Aggression	317, 343, 387, 404, 420, 431	316, 376, 379, 393
313. TV Solutions to Problems: Indirect Aggression	325, 360, 374, 378, 379, 420, 421, 430, 431	315, 318, 328, 332, 333, 335, 367, 373, 384, 388, 400, 410, 435
314. TV Solutions to Problems: Constructive	326, 351, 365, 377, 379, 427, 431	315, 316, 317, 318, 329, 332, 333, 336, 353, 391, 398, 410, 411
330. Perception of Aggressive Characteristics in TV Characters	331, 332, 333, 334, 335, 341, 342, 343, 346, 347, 353, 354, 355, 357, 366, 367, 368, 369, 371, 372, 373, 375, 377, 379, 381, 384, 386, 387, 388, 390, 391, 392, 395, 397, 398, 399, 400, 402, 403, 410, 414, 433, 438	421
336. Total Perception of Crime on TV	339, 342, 349, 352, 353, 354, 368, 372, 388, 391, 400, 401, 410, 412, 413	365, 366

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
339. Perception of Consequences for Criminals on TV	367, 369, 376, 381, 385, 388, 395, 416	386, 425
340. Perception that Criminals Like Jail	351, 366, 370, 382, 383, 385, 387, 388, 392, 401, 402, 404, 408, 412, 428, 434	381, 415, 425
342. Viewer Prefers "Fast" Programmes	345, 346, 347, 349, 350, 351, 352, 354, 355, 367, 368, 369, 372, 381, 382, 384, 386, 390, 397, 411	420, 425, 430, 431, 435
344. Perception of Rehabilitation of Criminals	346, 347, 349, 353, 355, 366, 369, 374, 375, 376, 381, 392, 400, 408, 413, 422, 428	415, 426
354. Violent Behav- iour	355, 363, 368, 369, 370, 372, 373, 375, 379, 380, 382, 384, 386, 387, 388, 390, 391, 392, 398, 400, 401, 402, 403, 411, 413, 414, 422	420
356. Prosocial Behaviours Enjoyed on TV	357, 365, 368, 369, 371, 372, 373, 375, 379, 381, 382, 383, 385, 390, 391, 392, 401, 402, 403, 411, 431, 438	415, 425
357. Number of Things on TV Which Frighten Viewers	365, 368, 372, 387, 391, 392, 393, 397, 398, 416, 426, 430, 434	
363. Viewers Watch Frightening Contents	366, 368, 369, 372, 373, 375, 376, 379, 386, 387, 388, 391, 392, 393, 396, 402, 403, 412, 413, 416, 417	425



Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
365. Number of Ways to Avoid Frightening Contents	366, 368, 369, 371, 372, 384, 391, 392, 397, 398, 411, 420, 421, 430, 434	413, 415
368. Viewer Likes Being Scared	369, 370, 371, 372, 373, 375, 381, 384, 385, 387, 388, 390, 391, 392, 393, 400, 401, 402, 403, 408, 411, 412, 413, 422, 423, 426, 434	415, 425
372. Number of Emotions of Viewer While Watching TV	373, 375, 376, 379, 381, 382, 384, 385, 387, 388, 390, 391, 392, 397, 398, 403, 404, 411, 412, 413, 419, 422, 434	431, 433, 436
373. Viewer Talks with Friends About TV Contents	381, 382, 383, 384, 386, 387, 388, 390, 391, 399, 400, 401, 402, 403, 410, 411, 432, 434, 438	
379. Viewer Negative Self-evaluations	381, 385, 392, 393, 398, 422, 437	410
386. Ability to Guess Next Events on Programmes	387, 388, 390, 399, 402, 403, 410, 411, 423, 428, 437	430, 431
387. Recalling Past Transgressions	390, 391, 399, 400, 401, 402, 403, 404, 410, 411, 413, 416, 422, 423	
388. Preference for Loud Volume	402, 403, 405, 410, 411, 412, 413, 418, 423, 434	
390. Blaming TV	395, 396, 402, 403, 404, 407, 410, 437	415, 425, 434
391. Dreams About TV Contents	392, 393, 397, 398, 401, 406, 410, 411, 420, 421, 430	407, 414, 415

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
392. Nightmares about TV Contents	395, 396, 397, 398, 400, 420, 421, 430	437
393. Viewer Believes Watches Too Much TV	394, 395, 397, 398	415, 425, 437
395. Viewer Believes Learns Things on TV That Should Not	396, 398, 413, 426, 436	415
400. Crime/Crime Adventure: How Often Watch	401, 402, 403, 405, 406, 410, 411, 413, 430, 438	
401. C/CA: How Much Liked	402, 403, 408, 411, 420, 421, 422, 423, 428, 430, 431, 432	415, 417, 436
402. C/CA: Victims Perceived	403, 405, 406, 407, 410, 411, 412, 413, 414, 420, 422, 423, 432, 433, 435, 438	
403. C/CA: Physical Violence	405, 406, 407, 408, 410, 411, 412, 413, 422, 423, 432, 433, 435, 438	404
404. C/CA: Psycholo- gical Violence	414	420, 431
405. C/CA: Lack of Understanding	406, 407, 410, 412, 414, 415, 416, 417, 425, 426, 430, 432, 433, 434, 435, 436, 437, 438	421
406. C/CA: Emotional Motives	434	407, 408

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
407. C/CA: Personal Motives	414, 416, 418, 427, 433, 435, 438	408
408. C/CA: Accident- al	423, 425, 428, 432, 433, 435, 436	
410. Situation Comedies: How Often Watched	411, 412, 413, 416, 418	421, 431
411. Sitcom: How Much Liked	413, 422, 423, 428, 430	415
412. Sitcom: Victims Perceived	413, 414, 415, 416, 417, 418, 422, 423, 426, 428, 432, 433, 434, 435, 438	
413. Sitcoms: Physical Violence	415, 416, 417, 418, 423, 426	430
414. Sitcoms: Psy- chological Violence	415, 416, 417, 418, 432, 434	421
415. Sitcoms: Lack of Under- standing	416, 417, 418, 425, 426, 434, 435	421
416. Sitcoms: Emotional Motives	418, 423	
417. Sitcoms: Personal Motives	423, 426, 434, 435, 437, 438	420, 421

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
418. Sitcoms: Accidental	432, 435, 438	421
420. Children's Programmes: How Often Watched	421, 422, 423, 428, 430, 431, 432, 433, 435, 436	
421. CP: How Much Liked	422, 423, 428, 430, 431, 433	
422. CP: Victims Perceived	423, 425, 426, 427, 428, 432, 433, 435	
423. CP: Physical Violence	425, 426, 427, 428, 431, 432, 433, 435, 438	
424. CP: Psychological Violence		
425. CP: Lack of Understanding	426, 427, 428, 435	
426. CP: Emotional Motives	435, 437, 438	
427. CP: Personal Motives	432, 435, 436	
428. CP: Accidental	432, 433, 435, 438	
430. Drama: How Often Watched	431, 433, 435, 438	
431. D: How Much Liked	432, 433, 438	
432. D: Victims Perceived	433, 434, 435, 436, 438	
433. D: Physical Violence	435, 436, 437, 438	434
434. D: Psychological Violence	437	

Table 3 (cont'd)

Question/item correlated with:	Questions/items	
	Positive Correlations	Negative Correlations
435. D: Emotional Motives	436, 437, 438	
436. D: Personal Motives		438
437. D: Accidental	438	

<sup>a</sup>."Significant" refers to  $p \leq .05$ , using the Pearson Correlation Coefficient ( $N = 308$ ). The following item numbers were not correlated with other items because: (a) they were components of items, i.e., repetitious; or (b) the correlations would be uninterpretable: 43-64, 82-101, 105-124, 251-274, 309, 316, 337-338, 343, 358-364, 374, 389, 394, 439-443.



with the variable in the far left-hand column of the table.

The availability of all significant correlations among the selected variables listed in Table 3 enables the reader to examine each relationship in which s/he has interest - even relationships not discussed elsewhere in this project (e.g., Introduction, Discussion). To illustrate: if one had a "pet" hunch about the relationship between two variables, one can go to Tables 2 and 3 and test the hypothesis, e.g., if one had the hypothesis that "Parents encourage TV watching to keep younger children quiet more than older children": one would look up that variable ("Reasons for encouraging") in Table 2 and determine the item number (number 69 in parentheses), and then look to see if number 69 occurred in Table 3 in either the "Positive" or "Negative Correlation" columns for item number 4 ("Age of viewer"); and indeed, it does occur under the "Negative Correlation" heading -- which indicates that as the age of children increases, the use of this reason for encouragement of TV-watching decreases.

Phase II. The descriptive data for viewers participating in Phase II, "TV Reactions" to actual programmes, are presented in Table 4 (pages 107-114). As in Table 2, the numbers in parentheses at the extreme right indicate the item numbers which were subsequently analyzed.

Table 5 (pages 115-117 ) presents the items which produced significant differences ( $p \leq .05$ ) among the children watching Crime, Drama and Situation Comedies. The group averages for each item and the  $p$  values are also presented. These differences were initially tested using analyses of variance; and when overall significant  $F$ 's were found, the followup tests for differences among the groups was performed using the Student Neuman-Keuls procedure. Included in Table 5 are also items which produced differences approaching significance ( $.10 > p > .05$ ) in the analyses of variance. Table 6 (pages 118-119) presents the items,  $p$ -values and group averages

Table 4

Descriptive Data for Viewers Giving Responses in Phase II  
 ("TV Reactions") for Each Type of Programme<sup>a</sup>

	C r i m e	D r a m a	S i t. C o m.	C r i m. A d v.	C a r t o n.	
Question/item	Percentages					
Before programme: How do you feel?						
Happy	75 <sup>b</sup>	75	58	67	67	(2)
Little Happy	21	17	38	17	33	
Little Sad	04	08	04	08	0	
Sad	0	0	0	0	0	
Tired	17	25	17	8	17	(3)
Little Tired	38	25	25	42	17	
Not Tired	46	50	58	50	67	
Excited	33	42	21	33	33	(4)
Little Excited	38	42	54	25	25	
Not Excited	29	16	25	33	42	
After presentation of programme:						
1. <sup>c</sup> Have you seen this programme before?						
No	62	42	71	42	33	(5)
Yes	38	58	29	58	58	
3. Did the programme:						
Make you laugh?						
No	54	46	17	25	42	(6)
Yes-little	42	54	54	58	42	
Yes-lot	4	0	29	8	8	
Scare you?						
No	83	88	100	83	91	(7)
Yes-little	17	8	0	17	0	
Yes-lot	0	4	0	0	0	
Make you feel tired?						
No	62	46	71	42	75	(8)
Yes-little	13	46	29	50	17	
Yes-lot	4	8	0	8	0	
Make you feel sad?						
No	88	71	92	83	92	(9)
Yes-little	12	25	8	8	0	
Yes-lot	0	4	0	0	0	

Table 4 (cont'd)

	C	D	SC	CA	Cn	
Question/item	Percentages					
Excite you?						
No	29	33	38	25	42	(10)
Yes-little	29	58	38	50	50	
Yes-lot	42	8	25	25	0	
Make you feel angry?						
No	92	88	83	91	92	(11)
Yes-little	4	12	12	0	0	
Yes-lot	4	0	4	0	0	
Make you feel happy?						
No	37	29	33	25	17	(12)
Yes-little	46	58	38	67	75	
Yes-lot	17	12	29	8	0	
Surprise you?						
No	62	67	42	50	50	(13)
Yes-little	33	29	42	50	25	
Yes-lot	4	4	17	0	17	
* <sup>d</sup> Average number of "yeses" to feelings of "laugh," "happy" & "excited": (3 is maximum)	1.8	1.9	2.1	2.2	1.8	(14)
*Average number of "yeses" to feelings of "scared" & "angry": (2 is maximum)	.2	.3	.2	.2	.0	(15)
Does this make you think about something?						
No	71	79	62	75	50	(16)
Yes	29	21	33	25	42	
Does this really happen?						
No	25	50	50	75	75	(17)
Yes	71	46	46	17	8	
4. Would you like to see this programme again?						
No	46	54	21	50	33	(18)
Yes	54	42	79	50	58	
*Average number of people perceived as hurt on programme: (4 is maximum)	1.5	1.5	1.0	1.2	1.2	(19)
5. Perceiving the person(s) hurt as:						
* <sup>e</sup> 1 or more						
Smart	58	58	46	58	42	(116)
Rich	8	8	12	33	17	(117)
Strong	54	71	42	42	50	(118)
Do anything wrong	71	67	54	67	42	(119)
Exciting	62	46	42	42	42	(120)
Happy	38	42	42	58	50	(121)

Table 4 (cont'd)

	C	D	SC	CA	Cn	
Question/item	Percentages					
Shows how feels inside	50	62	54	58	42	(122)
Gentle/kind	67	79	54	58	33	(123)
Likes people	75	83	50	67	50	(124)
Likes to hurt people	33	12	17	58	17	(125)
Brave	54	71	50	50	58	(126)
Would like to meet	58	62	58	50	42	(127)
<sup>e</sup> Perceiving the person(s) hurt on programme as doing:						
Nothing	8	17	21	17	25	(128)
Being incapacitated, dead	46	17	0	17	17	(129)
Showing pain, feelings	25	33	29	42	25	(130)
Leaving, running away	17	8	12	8	8	(131)
Calling for help	4	0	0	0	0	(132)
Reconciliating, negotiating	12	12	4	8	8	(133)
Verbally retaliating	0	0	17	0	0	(134)
Physically retaliating	4	4	0	8	0	(135)
<sup>e</sup> Perceiving who hurt person on programme:						
Family member	4	17	25	0	25	(136)
A friend	29	42	46	42	25	(137)
Someone in an official role (e.g., military, police)	25	8	8	33	0	(138)
A stranger	33	8	8	17	8	(139)
An act of nature	0	12	0	0	8	(140)
<sup>e</sup> Perceiving consequences to assailant on programme for hurting person:						
No consequences	42	54	58	50	33	(142)
Consequences but unknown	8	12	4	0	8	(143)
Legalistic (e.g., arrest, jail)	42	0	0	17	0	(144)
Physical (e.g., killed, hit, shot)	21	12	0	17	8	(145)
Psychological-verbal (e.g., scolding)	0	0	8	0	0	(146)
Psychological-withdrawal (e.g., fewer privileges, lower status)	0	12	0	0	0	(147)
Psychological-emotional (e.g., guilt, remorse)	0	0	0	8	17	(148)
<sup>e</sup> Viewer feelings associated with consequences to assailant:						
Happy	42	17	4	25	8	(149)
Excited	25	8	4	8	17	(150)
Afraid	8	4	0	0	0	(151)
Tired	17	0	0	0	0	(152)
Angry	4	0	4	0	0	(153)
Surprised	17	4	4	8	8	(154)
Sad	4	0	4	0	0	(155)

\*Average number of "yeses" to feelings of  
"happy" and "excited" combined:

(2 is maximum) .7 .2 .1 .3 .2 (156)

Table 4 (cont'd)

Question/item	C	D	SC	CA	Cn	
Percentages						
*Average number of "yeses" to feelings of "afraid" and "angry": (2 is maximum)	.1	.0	.0	.0	.0	(157)
6. Believing that police in real-life are:						
Strong	96	100	100	92	92	(158)
Get hurt	92	100	92	92	100	(159)
Happy	92	92	88	92	75	(160)
Smart	96	100	96	100	100	(161)
Exciting	79	88	88	67	75	(162)
Hurt people	83	58	83	92	83	(163)
Do some things wrong	67	62	58	42	75	(164)
Help people	96	100	100	100	100	(165)
Believing that criminals in real-life are:						
Strong	71	96	96	92	100	(166)
Get hurt	96	96	100	100	92	(167)
Happy	62	46	42	50	50	(168)
Smart	46	67	42	58	58	(169)
Exciting	71	62	67	17	50	(170)
Hurt people	96	96	100	92	100	(171)
Do some things wrong	96	100	100	100	83	(172)
Help people	12	8	12	17	8	(173)
7. Believing that "our city is a pretty dangerous place to live in."	21	33	33	42	33	(174)
Believing that "most killers get caught by the police."	92	96	88	83	83	(175)
Believing that "being a criminal is sometimes exciting."	29	25	42	33	33	(176)
Believing that "criminals know that they hurt people."	96	92	96	83	75	(177)
Believing that "criminals like being chased by the police."	4	4	8	8	25	(178)
Believing that "burglars/thieves like to steal."	83	83	92	100	83	(179)
Believing that "criminals are afraid of going to jail."	88	88	67	83	83	(180)
Believing that "most robbers get caught by the police."	88	100	92	75	83	(181)
Believing that "criminals are afraid of the police."	83	79	71	83	100	(182)



Table 4 (cont'd)

Question/item	Percentages					
	C	D	SC	CA	Cn	
*Average criminal stereotype score <sup>f</sup> : (9 is maximum)	4.8	5.0	4.8	5.1	4.9	(183)
8. Perceptions of why criminals shoot people:						
Emotional motives, e.g., like to hurt	12	17	12	8	8	(184)
Rational motives, e.g., keep people from calling police	79	79	83	83	75	
9. Perception of crime in Calgary every week:						
Modal number of shootings:	1.	1.	5.	0.	10.	(185)
Modal number of robberies:	5.	1.	10.	50.	5.	(186)
Modal number of fights:	10.	5.	5.	1.	5.	(187)
10. Perception of easiest way to get money:						
Rob store	42	8	33	50	17	(188)
Work	54	92	67	50	75	
Perception of easiest way to hurt feelings and make person angry: (4 is maximum) <sup>g</sup>						
*    Hit person	2.0	2.0	2.2	2.2	2.2	(195)
*    Call person names	2.0	2.3	2.2	2.1	2.3	(196)
*    Don't talk to person	1.7	1.6	1.5	1.7	1.6	(197)
11. Programme viewer would like to see next:						
Crime/Crime Adventure	25	38	50	17	25	(198)
Drama	17	17	0	0	25	
Situation Comedy	46	29	42	58	42	
Cartoon	8	12	8	25	8	
12. Sensitization						
Being scared "when you go outside after dark."	75	62	75	75	92	(199)
Wanting to own a real gun.	17	21	29	17	17	(200)
Believing sometimes "there is a burglar trying to get into your house."	96	75	88	92	50	(201)
Wanting to learn karate or kung fu.	79	46	83	83	25	(202)
Parents lock doors when leave home.	100	100	96	100	100	(203)

Question/item	C	D	SC	CA	Cn	
Percentages						
Putting "your bicycle away at night so that someone won't steal it."	88	92	96	92	67	(204)
Believing that "your parents should have a gun in case a burglar tries to get into your house."	25	17	29	33	17	(205)
Hiding "money so that someone won't steal it."	79	71	71	58	67	(206)
Sometimes thinking "someone is following you."	75	75	71	58	67	(207)
Feeling safe "when you see a policeman."	83	88	75	100	75	(208)
Parents locking doors before "you go to sleep."	100	92	92	92	92	(209)
*Total sensitization score <sup>h</sup> : (11 is maximum)	7.2	6.5	7.3	6.2	5.9	(210)
13. Interest in guns:						
Play with toy guns	88	88	83	92	75	(211)
Have shot real guns	62	42	38	58	25	(212)
Own a real gun	8	4	12	8	8	(213)
*Total interest in guns score <sup>i</sup> : (3 is maximum)	1.6	1.3	1.3	1.6	1.1	(214)
14. Solutions to violent situations <sup>j</sup> :						
* Physical aggression	.1	.0	.3	.1	.0	(215)
* Psychological aggression	.3	.4	.1	.6	.5	(216)
* Nonaggressive intervention	1.6	1.2	1.6	1.5	1.7	(217)
* Nonintervention	.8	1.0	.8	.8	.8	(218)
15. If a burglar is breaking into someone's house, is it all right for the owner to shoot the burglar?	42	21	42	17	25	(220)
16. Aggressive Attitudes/dispositions: Believing that:						
Police should carry guns	100	96	96	100	100	(221)
All criminals should be punished	96	96	92	100	100	(222)
People should have guns in homes to protect themselves	58	25	50	42	50	(223)

Table 4 (cont'd)

		C	D	SC	CA	Cn	
Question/item		Percentages					
There are just two kinds of people: the weak and the strong		8	17	12	33	17	(224)
In capital punishment		67	46	54	83	50	(225)
If someone hits a person, that person should hit back.		46	38	38	50	33	(226)
If someone hurts a person's feelings, he should have his feelings hurt back.		33	38	67	42	42	(227)
*Total aggressive attitude score <sup>k</sup> : (21 is maximum)		14.6	13.5	14.5	14.6	14.3	(228)
17. Solutions for conflict situations: Suggesting (4 is maximum)							
*	Physical aggression	.1	.0	.1	.1	.0	(229)
*	Psychological aggression	.0	.2	.3	.3	.2	(230)
*	Cooperation	3.0	2.6	2.9	2.8	2.9	(231)
*	Intervention by others	.1	.1	.9	.2	.1	(232)
*	Leave situation, no solution	.6	1.0	.7	.2	.8	(233)
*Total aggressive solutions: (4 is maximum)		.1	.2	.4	.6	.2	(234)
18. Total pretending score: (4 is maximum)		2.3	1.5	2.3	1.1	1.2	(235)
19. Use of aggression in the last week <sup>1</sup> :							
*	Hitting someone	33	58	62	67	50	(236)
*	Yelling	75	75	88	67	58	(237)
*	Name calling	29	62	67	33	50	(238)
*	Telling how feel inside	25	21	50	8	58	(239)
*	Tattling	50	21	62	42	42	(240)
*	Hurt feelings	25	50	46	8	42	(241)
*Total aggression score: <sup>m</sup>		8.6	8.5	10.2	8.3	8.7	(242)
Being victimized in the last week <sup>1</sup> :							
*	Being hit	38	79	75	58	75	(243)
*	Being yelled at	67	75	83	58	67	(244)
*	Being called names	50	71	67	58	58	(245)
*	Being told how someone feels inside	46	25	33	17	42	(246)
*	Being told on	38	25	62	42	33	(247)
*	Having feelings hurt	21	29	50	58	25	(248)
*Total victimization score <sup>m</sup>		8.9	9.3	10.3	8.8	8.8	(249)

Table 4 (cont'd)

<sup>a</sup>Crime programmes were "Adam 12, Starsky and Hutch, S.W.A.T., Streets of San Francisco"; Drama were "Emergency, The Waltons, Little House on the Prairie, Beachcombers"; Situation Comedies were "All in the Family, Excuse my French, Laverne and Shirley, Happy Days"; Crime Adventure programmes were "Bionic Woman, Six Million Dollar Man"; and Cartoons were "Bugs Bunny/Road Runner Show, Flintstones." There were 24 viewers per category of Crime, Drama and Situation Comedies; 12 viewers per categories of Crime Adventure and Cartoons. Any number in this table with a decimal point is not a percentage, but an average score.

<sup>b</sup>If the total percentage does not sum to 100%, this is due to some children not responding and/or rounding.

<sup>c</sup>The number in the extreme left-hand column of table coincides with the question number on the "TV Reactions" inventory.

<sup>d</sup>An \* indicates a derived score, one which used more than one item for its determination.

<sup>e</sup>Percentage of viewers indicates that one or more persons were perceived as possessing this characteristic.

<sup>f</sup>Derived by combining answers to seven items.

<sup>g</sup>Derived score by combining answers in two situations.

<sup>h</sup>Derived by combining answers to 11 items.

<sup>i</sup>Derived by combining answers to three items.

<sup>j</sup>Derived by combining answers to three situations.

<sup>k</sup>Derived by combining answers to seven items.

<sup>l</sup>Percentage of viewers indicating that they had used this behaviour at least once in the last week.

<sup>m</sup>Derived by combining the appropriate items for aggression or victimization.

Table 5

Significant<sup>a</sup> Results in the Comparisons among Children Viewing  
Crime, Drama and Situation Comedies, Phase II: TV Reactions

Question/item	Averages			
	Crime	Drama	Sit-Coms	
1. Did the programme make you laugh? (p = .001)	1.5	= 1.5	<	2.1
2. <sup>b</sup> Was the person who was hurt or had his/her feelings hurt in the programme, gentle/kind? (p = .011)	.9	= 1.3	>	.6
3. Did the person who was hurt or had his/her feelings hurt in the programme, like people? (p = .011)	1.0	= 1.4	>	.6
4. When the person was hurt, did she/he die or was incapacitated? (p = .003)	.6	> .2	=	0
5. When the person was hurt, did she/he verbally aggress afterwards? (p = .013)	0	= 0	<	.2
6. Was the assailant who hurt the person a stranger? (p = .02)	.4	> .1	=	.1
7. Was the person hurt by an act of nature? (p = .04)	0	0		.1 <sup>c</sup>
8. How was the assailant punished - by involvement with the legal system? (p = .001)	.6	> 0	=	0
9. How was the assailant punished - through the psychological means of withdrawal (of prestige, privileges, status)? (p = .043)	0	.1		0 <sup>c</sup>
10. How viewer felt when assailant punished - happy? (p = .003)	.5	> .2	=	0
11. How viewer felt when assailant punished - tired? (p = .002)	.2	> 0	=	0
12. How viewer felt when assailant was punished - combined happy and excited? (p = .008)	.7	> .2	=	.1
13. Are criminals in real-life strong? (p = .009)	1.7	< 2.0	=	2.0
14. What is the easiest way to get money: rob a store or work? (the lower the score, the greater the preference for robbing, p = .011)	1.5	< 1.9	=	1.7 <sup>d</sup>
15. What is the easiest way to hurt a person's feelings: Hit or call names or don't talk to him? (score reflects "hits" as easiest; p = .045)	1.4 (1.4<1.8)	1.6		1.8 <sup>e</sup>
16. Would you like to learn karate or kung fu (or have already learned)? (p = .007)	1.8	> 1.4	<	1.8



Table 5 (cont.)

Question/item	Averages		
	Crime	Drama	Sit-Coms
17. If someone hurts a person's feelings, should he have his feelings hurt back? (p = .043)	1.6	1.8 (1.6 < 2.3)	2.3 <sup>e</sup>
18. Do you ever pretend being hurt, angry, etc. when you are not really? (p = .036)	2.3	1.4	2.3 <sup>c</sup>
19. In the last week, how many times have you told someone how you feel inside? (p = .045)	1.2	1.3	1.8 <sup>c</sup>

---

Results Approaching Significance<sup>f</sup> in the Comparisons among  
Children Viewing Crime, Drama, and Situation Comedies

---

1. Did the programme make you sad? (p = .088)	1.1	1.3	1.1
2. Did the programme surprise you? (p = .089)	1.4	1.4	1.8
3. <sup>b</sup> Was the person, who was hurt or had his/her feelings hurt in the programme, strong? (p = .084)	.7	1.0	.5
4. Was the person, who was hurt or had his/her feelings hurt in the programme, brave? (p = .067)	.8	1.1	.6
5. How was the assailant punished - physically, e.g., killed, hit, shot? (p = .070)	.2	.1	0
6. How viewer felt when assailant was punished - surprised? (p = .076)	.3	.0	0
7. Viewer reactions to real-life violence - physical aggression preference <sup>g</sup> (p = .054)	.1	0	.3
8. Should people have guns in their homes to protect themselves? (p = .067)	1.9	1.4	1.8
9. In the last week, how many times have you tattled on someone? (p = .063)	1.8	1.2	1.8

---

<sup>a</sup>"Significant" refers to statistically significant differences among the three groups of viewers (one group for each kind of programme, i.e., Crime, Drama and Situation Comedies) at, at least, the .05 level, i.e., the difference among groups is such that it would be expected to occur no more than 5% of the time by chance. Thus, p-values will be presented and indicate the probability of the difference occurring by chance, e.g., p = .012 indicates that the difference would be expected to occur at a chance level 1.2% of the time. When a significant

Table 5 (cont.)

difference was obtained among the three groups, follow-up, pairwise comparisons were made using the Student Newman-Keuls procedure (using the .05 level of significance) to determine which of the groups were significantly different from the others.  $P$ -values less than .001 are presented as .001.

The "greater than" (>) and "less than" (<) signs among the group averages indicate the direction of significant differences. Each group contained 24 viewers, with each group being equated in terms of number of programmes shown (4), number of each sex and same-aged children and teenagers.

There were many results which were meaningful and important by virtue of the lack of statistical differences among the three groups; the use of the word "significant" will not be used to describe such results, and these are not reported in this table.

The wording of the questions/items may not correspond to the exact wordings in the TV Reactions interview; this is done simply to make the questions more readable and to shorten for the purposes of this table.

<sup>b</sup>Results 2-12 refer to composite scores derived over all persons in the programmes being perceived as hurt or their feelings hurt.

<sup>c</sup>Although the overall analysis of variance for the three groups yielded a significant difference, the subsequent follow-up, pairwise comparisons revealed no significant differences between each possible pair combination. This occasionally occurs and is due to differences in "power" of the statistical procedures.

<sup>d</sup>The pair combinations of Crime/Situation Comedies and Drama/Situation Comedies were not statistically different.

<sup>e</sup>The pair combinations Crime/Drama and Drama/Situation Comedies were not statistically different, but the Crime/Situation Comedies were significantly different.

<sup>f</sup>Results which did not reach the .05 level of significance, with the  $p$ -value being between .05 and .10. These are reported since the number of viewers in each group was small, the experimental control was unknown, and the variability among viewers considerable. These factors (and others) result in analyses of variance being less powerful in detecting "real" differences; therefore, a less stringent requirement for significance may be used.

<sup>g</sup>A composite score derived from three open-ended questions which were scored for physical aggression, psychological aggression, nonaggressive intervention (e.g., call for help, tell to stop) and nonintervention. This was from Question 14. The score reported is for physical aggression as a solution to the situation posed, e.g., "If you saw a kid stealing a candy bar, what would you do?"

Table 6

Significant<sup>a</sup> Results in the Comparisons among Children Viewing  
Crime Adventure and Cartoons, Phase II: TV Reactions

Question/item	Averages	
	Crime-Adv.	Cartoons
1. Did the programme make you tired? (p = .024)	1.7	> 1.1
2. <sup>b</sup> Does the person, who was hurt or had his/her feelings hurt in the programme, like to hurt people? (p = .036)	.6	> .2
3. Was the assailant who hurt the person acting in an official role, e.g., police, military? (p = .028)	.3	> 0
4. Do you ever think there is a burgler trying to get into your house? (p = .024)	1.9	> 1.5
5. Would you like to learn karate or kung fu (or have already learned)? (p = .003)	1.8	> 1.2
6. In the last week, how many times have you told someone how you feel inside? (p = .008)	1.1	< 1.6
7. In the last week, how many times have you hurt someone's feelings? (p = .035)	1.0	< 1.6

Results Approaching Significance<sup>c</sup> in the Comparisons among Children  
Viewing Crime Adventure and Cartoons.

1. Did the programme scare you? (p = .088)	1.2	.9
2. Did the programme excite you? (p = .055)	2.0	1.4
3. <sup>d</sup> Was the assailant who hurt the person a family member? (p = .090)	0	.3
4. Are criminals in real-life exciting? (p = .090)	1.2	1.5
5. Do you feel safe when you see a policeman? (p = .069)	2.0	1.8
6. Have you ever shot a real gun? (p = .055)	2.2	1.3

<sup>a</sup>Significant refers to statistically significant difference between the two groups of viewers (one group for each kind of programme, Crime Adventure and Cartoons) at, at least, the .05 level of significance. Each group contained 12 viewers, with each group being equated in terms of number of programmes shown (2), number of each sex and same-aged children and teenagers.

Table 6 (cont'd)

<sup>b</sup>Results 2-3 refer to composite scores derived over all persons in the programmes being perceived as hurt or their feelings hurt.

<sup>c</sup>Results which did not reach the .05 level of significance, with p-values being between .05 and .10. A less stringent requirement for significance is particularly useful in the comparisons between viewers of Crime, Adventure and Cartoons, since the number of viewers (12/group) is quite small.

<sup>d</sup>Result 3 refers to a composite score derived over all persons in the programmes being perceived as hurt or their feelings hurt.

which resulted in significant differences between children watching Crime Adventure and Cartoons; also included were the items which produced differences which approached significance.

Table 7 (pages 121-149) presents the significant correlations among responses to questions/items before and after seeing an actual programme (combining all viewers in Phase II). This table is identical in structure and usage as Table 3 in Phase I.

Phase I and Phase II. The significant correlations for selected variables in Phase I and reactions (effects) to TV programmes in Phase II are presented in Table 8 (pages 150-151 ). The structure and usage of this table are identical to those of Tables 3 and 7.



Table 7

Significant Correlations Among Answers to Selected  
Questions/Items in Phase II: "TV Reactions"

Question/item	Correlation
A. Degree of feeling "happy" <u>before</u> viewing programme, correlated with:	
1. Total amount of feeling "happy," "excited" and laughing <u>during</u> programme, e.g., Did the programme make you laugh, feel happy, feel excited?	+ .275 (p = .003)
2. When the person on the programme was hurt, did s/he leave or run away?	+ .178 (p = .042)
3. Perception of assailant who hurt person on the programme as a "stranger."	+ .221 (p = .015)
4. Perceiving assailant as receiving consequences but not knowing how.	+ .353 (p = .001)
5. Believing that police in real-life do things wrong.	+ .175 (p = .044)
6. Believing that being a criminal is sometimes "exciting."	+ .170 (p = .049)
7. Believing that criminals are afraid of going to jail.	+ .188 (p = .033)
8. Criminal stereotype score <sup>b</sup> .	+ .200 (p = .027)
9. Being scared "when you go outside alone after dark."	- .191 (p = .031)
10. Wanting "to learn karate or kung fu (or already learned)."	+ .236 (p = .010)
11. Believing "sometimes someone is following you."	- .208 (p = .021)
12. Suggesting psychologically aggressive solutions for conflict situations. <sup>c</sup>	+ .279 (p = .003)
13. Believing that "police should carry guns."	- .351 (p = .001)
14. Use of tattling aggression "in the last week."	- .200 (p = .028)

Table 7 (cont'd)

Question/item	Correlation
B. Degree of "feeling excited" <u>before</u> viewing programme, correlated with:	
1. Degree of feeling "happy" and "excited" and laughing <u>during</u> programme. <sup>d</sup>	-.240 (p = .009)
2. Total amount of feeling "scared" and "angry" <u>during</u> programme. <sup>g</sup>	-.218 (p = .016)
3. Perception that person hurt on programme was "exciting."	-.187 (p = .034)
4. When person on the programme was hurt, did s/he show feelings, e.g., pain, anger?	-.179 (p = .040)
5. Believing that police in real-life are "smart."	-.187 (p = .034)
6. "exciting."	-.229 (p = .013)
7. Believing that criminals in real-life "do things wrong."	-.175 (p = .044)
8. How many shootings are there every week here in Calgary?	-.171 (p = .048)
9. Being "scared when you go outside alone after dark."	-.194 (p = .029)
10. Believing sometimes "there is a burgler trying to get into your house."	-.283 (p = .003)
11. Believing that sometimes "someone is following you."	-.174 (p = .045)
12. Feeling "safe when you see a policeman."	-.323 (p = .001)
13. Total sensitization score <sup>f</sup> .	-.288 (p = .002)
14. Employing nonaggressive intervention strategies in violent situations.	-.304 (p = .001)
15. Nonintervention in violent situations <sup>e</sup> .	.330 (p = .001)
16. Use of name-calling aggression "in the last week."	.171 (p = .048)
17. Use of tattling aggression "in the last week."	-.319 (p = .001)

Table 7 (cont'd)

Question/item	Correlation
C. Degree of feeling "happy" and "excited" and laughing <u>during</u> programme <sup>d</sup> , correlated with:	
1. Perceiving person hurt on programme as "incapacitated or dead."	-.185 (p = .035)
2. Perceiving that when the person on the programme was hurt, s/he physically retaliated, e.g., hit shoot?	-.176 (p = .043)
3. Believing that police in real-life are "strong."	.210 (p = .020)
4. "exciting."	.173 (p = .044)
5. "help people."	.208 (p = .021)
6. Believing that criminals in real-life are "strong."	.197 (p = .027)
7. Being scared "when you go outside alone after dark."	.405 (p = .001)
8. Believing sometimes "there is a burgler trying to get into your house."	.170 (p = .049)
9. Believing that "your parents should have a gun in case a burgler tries to get into your house."	.190 (p = .032)
10. Hiding "money so that someone won't steal it."	.198 (p = .027)
11. Believing that "sometimes someone is following you."	.174 (p = .045)
12. Feeling "safe when you see a policeman."	.205 (p = .023)
13. Total sensitization score <sup>f</sup> .	+.239 (p = .010)
14. Employing physical aggression in violent situations.	.177 (p = .042)
15. Employing psychological aggression in violent situations. <sup>e</sup>	-.185 (p = .036)
16. Use of yelling aggression "in the last week."	.193 (p = .030)
17. Having someone confide in viewer (tell feelings) "in the last week."	-.189 (p = .033)

Table 7 (cont'd)

Question/item	Correlation
D. Degree of feeling "scared" and "angry" <u>during</u> programme correlated with:	
1. Number of people perceived as hurt on the programme. <sup>h</sup>	.169 (p = .050)
2. Perceiving person(s) hurt on programme as "rich."	-.177 (p = .042)
3. "strong."	.234 (p = .011)
4. "doing something wrong."	.257 (p = .006)
5. "exciting."	.246 (p = .008)
6. "gentle/kind."	.268 (p = .004)
7. "liking people."	.180 (p = .040)
8. Perceiving that when the person on programme was hurt, s/he physically retaliated.	+.211 (p = .019)
9. Perceiving that someone in an official role (e.g., police, military) hurt person(s) on the programme.	.203 (p = .024)
10. Believing that police in real-life are "exciting."	.170 (p = .049)
11. Believing that criminals in real-life are "exciting."	.260 (p = .005)
12. Believing that "our city is a pretty dangerous place to live in."	.177 (p = .042)
13. Believing that "criminals are afraid of going to jail."	.70 (p = .049)
14. How many shootings are there every week here in Calgary?	+.212 (p = .019)
15. How many fights are there every week here in Calgary?	+.217 (p = .017)
16. What is the easiest way to hurt a person's feelings and make him/her angry? Hit, Call names or Don't talk (score reflects name- calling).	+.207 (p = .021)

Table 7 (cont'd)

Question/item	Correlation
17. Putting "your bicycle at night so that someone won't steal it."	.179 (p = .041)
18. Believing that "your parents should have a gun in case a burgler tries to get into your house."	.211 (p = .019)
19. Nonintervention in violent situations <sup>e</sup> .	-.180 (p = .039)
20. Believing in capital punishment.	-.241 (p = .009)
21. Use of yelling aggression "in the last week."	.171 (p = .048)
22. Having someone confide in viewer (tell feelings) "in the last week."	.178 (p = .041)
E. Degree to which viewer would like to meet the person(s) perceived as hurt on programme correlated with:	
1. Number of people perceived as hurt on the programme. <sup>h</sup>	.597 (p = .001)
2. Perceiving the person(s) hurt on programme as "smart."	.501 (p = .001)
3. "strong."	.451 (p = .001)
4. "does something wrong."	.433 (p = .001)
5. "exciting."	.360 (p = .001)
6. "happy."	.429 (p = .001)
7. "shows how feels inside."	.405 (p = .001)
8. "gentle/kind."	.380 (p = .001)
9. "likes people."	.456 (p = .001)
10. "likes to hurt people."	.352 (p = .001)
11. "brave."	.461 (p = .001)
12. Perceiving person(s) hurt on programme as doing nothing.	.296 (p = .002)



Table 7 (cont'd)

Question/item	Correlation
13. Perceiving person(s) hurt on programme as showing feelings, e.g., pain, anger.	+.383 (p = .001)
14. Perceiving person(s) hurt on programme attempting to discuss, reconcile, negotiate.	+.312 (p = .001)
15. Perceiving person(s) hurt on programme verbally retaliating, e.g., yell, call names.	+.188 (p = .033)
16. Perceiving the assailant who hurt person as a friend.	+.374 (p = .001)
17. Perceiving no consequences to assailant for hurting person(s) on programme.	.275 (p = .003)
18. Perceiving the assailant as receiving consequences but not knowing how.	.241 (p = .009)
19. Believing that criminals in real-life are "smart."	.234 (p = .011)
20. "exciting."	.240 (p = .009)
21. Believing that "most killers get caught by the police."	.174 (p = .045)
22. Believing that "criminals are afraid of going to jail."	.171 (p = .048)
23. Being "scared when you go outside alone after dark."	.194 (p = .029)
24. Not knowing how to solve conflict situations. <sup>i</sup>	.201 (p = .025)
25. Degree to which viewer felt "happy" and "excited" when assailant received consequences. <sup>j</sup>	+.335 (p = .001)
26. Degree to which viewer felt "afraid" and "sad" when assailant received consequences. <sup>j</sup>	+.182 (p = .038)
27. What is the easiest way to hurt a person's feelings and make him/her angry? Hit, Call names or Don't talk? (Score reflects viewer's use of name-calling.)	+.212 (p = .019)

Table 7 (cont'd)

Question/item	Correlation
F. Degree to which viewer perceived person(s) hurt on programme as showing feelings correlated with:	
1. Number of people perceived as hurt on programme. <sup>h</sup>	.462 (p = .001)
2. Perceiving the person(s) on programme as "smart."	.295 (p = .002)
3. "strong."	.323 (p = .001)
4. "does something wrong."	.493 (p = .001)
5. "exciting."	.242 (p = .009)
6. "happy."	.391 (p = .001)
7. "shows how feels inside."	.341 (p = .001)
8. "gentle/kind."	.295 (p = .002)
9. "likes people."	.338 (p = .001)
10. "likes to hurt people."	.186 (p = .035)
11. "brave."	.364 (p = .001)
12. Viewer would like to meet.	.383 (p = .001)
13. Perceiving assailant who hurt the person as a friend.	+.506 (p = .001)
14. Perceiving no consequences to assailant for hurting person(s) on programme.	.379 (p = .001)
15. Perceiving assailant receiving verbal consequences, e.g., scolded, told off.	+.246 (p = .008)
16. Degree to which viewer felt "happy" and "excited" when assailant received consequences.	+.185 (p = .036)
17. How many fights are there every week here in Calgary?	+.237 (p = .010)

Table 7 (cont'd)

Question/item	Correlation
18. Suggesting that persons cooperate in conflict situations <sup>c</sup> .	.180 (p = .040)
19. Use of name-calling aggression "in the last week."	-.183 (p = .037)
G. Degree to which viewer perceived person(s) hurt on programme as leaving or running away correlated with:	
1. Number of people perceived as hurt on the programme.	.232 (p = .011)
2. Perceiving the person(s) hurt on programme as "strong."	.232 (p = .012)
3. "does something wrong."	.258 (p = .006)
4. "happy."	.201 (p = .025)
5. "shows how feels inside."	.315 (p = .001)
6. "likes to hurt people."	.194 (p = .029)
7. "brave."	.277 (p = .003)
8. Perceiving that someone in an official role (e.g., police, military) hurt person(s) on the programme.	.275 (p = .003)
9. Perceiving person hurt on programme physically retaliating, e.g., hit, shoot.	+.311 (p = .001)
10. Perceiving assailant who hurt the person as a friend.	+.204 (p = .023)
11. Perceiving assailant receiving psychological consequences through feelings, e.g., guilt, remorse.	+.204 (p = .023)
12. Believing that police in real-life "do some things wrong."	.215 (p = .018)
13. Believing that "being a criminal is sometimes 'exciting'."	.173 (p = .046)

Table 7 (cont'd)

Question/item	Correlation
14. Hiding "money so that someone won't steal it."	.231 (p = .012)
15. Total sensitization score <sup>f</sup> .	+.216 (p = .017)
16. Degree of interest and attitudes about guns <sup>k</sup> .	+.209 (p = .021)
17. Employing nonaggressive intervention strategies in violent situations <sup>e</sup> .	-.185 (p = .036)
18. Believing that if "someone hits a person, that person should hit back."	.202 (p = .024)
H. Degree to which viewer perceived person(s) hurt on programme as calling for help correlated with:	
1. Perceiving assailant as a friend of person hurt.	.180 (p = .040)
2. Perceiving assailant as receiving consequences but not knowing how.	.302 (p = .001)
3. Degree to which viewer felt "happy" and "excited" when assailant received consequences.	+.252 (p = .007)
4. Perception of "how many fights are there every week here in Calgary."	+.210 (p = .020)
5. Believing that "your parents should have a gun in case a burgler tries to get into your house."	.183 (p = .037)
6. Degree of total aggressive dispositions <sup>1</sup> .	+.215 (p = .018)
7. Believing that "there are just two kinds of people: the weak and strong."	.246 (p = .008)
8. Suggesting that other people should intervene (or help) in conflict situations.	.302 (p = .001)
9. Do you ever pretend being hurt, angry, etc. when you are not really?	+.177 (p = .042)
10. Use of name-calling aggression "in the last week."	.204 (p = .023)

Table 7 (cont'd)

Question/item	Correlation
11. Use of tattling aggression "in the last week."	.274 (p = .003)
12. Use of hurting someone's feelings aggression "in the last week."	.315 (p = .001)
13. Degree of total aggression score <sup>m</sup> .	+.229 (p = .012)
14. Being victimized through being yelled at.	.169 (p = .050)
I. Degree to which viewer perceived person(s) hurt on programme as attempting to discuss, reconcile and/or negotiate with assailant correlated with:	
1. Number of people perceived as hurt on programme.	.240 (p = .009)
2. Perceiving the person(s) hurt on programme as "smart."	.193 (p = .030)
3. "does some things wrong."	.172 (p = .047)
4. "exciting."	.183 (p = .038)
5. "likes people."	.266 (p = .004)
6. "brave."	.244 (p = .008)
7. Viewer would like to meet.	.312 (p = .001)
8. Perceiving assailant receiving psychological consequences through feelings, e.g., guilt, remorse.	+.236 (p = .010)
9. Degree to which viewer felt "afraid" and "sad" when assailant punished <sup>n</sup> .	+.246 (p = .008)
10. Believing that criminals in real-life are "strong."	-.201 (p = .025)
11. Believing that "criminals like being chased by the police."	-.176 (p = .043)
12. How many shootings are there every week here in Calgary?	-.223 (p = .014)
13. How many fights are there every week here in Calgary?	-.211 (p = .020)



Table 7 (cont'd)

Question/item	Correlation
J. Degree to which viewer perceived person(s) on programme as verbally retaliating correlated with:	
1. Perceiving person(s) hurt on programme as "shows how feels inside."	.290 (p = .002)
2. Viewer would like to meet.	.188 (p = .033)
3. Perceiving no consequences to assailant for hurting persons on programme.	.326 (p = .001)
4. Perceiving assailant receiving verbal consequences, e.g., scolding, telling off.	+.202 (p = .024)
5. Believing that "most killers get caught by the police."	-.201 (p = .025)
6. Feeling "safe when you see a policeman."	-.186 (p = .034)
7. Believing that "all criminals should be punished."	-.286 (p = .002)
K. Degree to which viewer perceived person(s) on programme as physically retaliating correlated with:	
1. Perceiving person(s) hurt on programme as "smart."	.205 (p = .023)
2. "brave."	.256 (p = .006)
3. Perceiving that someone in an official role (e.g., police, military) hurt person(s) on programme.	.235 (p = .011)
4. Perceiving no consequences to assailant for hurting persons on programme.	.178 (p = .042)
5. Degree to which viewer felt "happy" and "excited" when assailant received consequences.	+.175 (p = .044)
6. Believing that "all criminals should be punished."	-.213 (p = .019)
7. Having someone confide in viewer (tell feelings) "in the last week."	.227 (p = .013)

Table 7 (cont'd)

Question/item	Correlation
L. Degree to which viewer perceived assailant on programme as a family member correlated with:	
1. Number of people perceived as hurt on programme <sup>h</sup> .	.264 (p = .005)
2. Perceiving the person(s) hurt on programme as "smart."	.266 (p = .004)
3. "rich."	.339 (p = .001)
4. "happy."	.285 (p = .002)
5. "shows how feels inside."	.182 (p = .038)
6. "gentle/kind."	.280 (p = .003)
7. "likes people."	.312 (p = .001)
8. Perceiving no consequences to assailant for hurting persons on programme.	.331 (p = .001)
9. Perceiving assailant receiving psychological consequences through feelings, e.g., guilt, remorse.	+.305 (p = .001)
10. Believing that police in real-life are "exciting."	-.196 (p = .028)
11. Believing that "criminals are afraid of police."	-.250 (p = .007)
12. What is the easiest way to hurt a person's feelings and make him angry? Hit, Call names, or Don't talk (score reflects viewer's use of hits).	+.172 (p = .047)
13. Employing nonaggressive intervention strategies in violent situations <sup>e</sup> .	.203 (p = .024)
14. Nonintervention in violent situations <sup>e</sup> .	-.211 (p = .020)
15. Believing sometimes "there is a burgler trying to get into your house."	-.179 (p = .041)
16. Parents locking doors before going to sleep.	-.289 (p = .002)

Table 7 (cont'd)

Question/item	Correlation
17. Believing that if "someone hurts a person's feelings, that person should have his feelings hurt back.	.200 (p = .025)
M. Degree to which viewer perceived assailant on programme as a friend correlated with:	
1. Number of people perceived as hurt on programme <sup>h</sup> .	.565 (p = .001)
2. Perceiving the person(s) hurt on programme as "smart."	.456 (p = .001)
3. "strong."	.470 (p = .001)
4. "does some things wrong."	.376 (p = .001)
5. "exciting."	.279 (p = .003)
6. "happy."	.347 (p = .001)
7. "shows how feels inside."	.386 (p = .001)
8. "gentle/kind."	.433 (p = .001)
9. "likes people."	.439 (p = .001)
10. "likes to hurt people."	.226 (p = .013)
11. "brave."	.381 (p = .001)
12. Viewer would like to meet.	.374 (p = .001)
13. Perceiving person who was hurt on programme as "incapacitated or dead."	.232 (p = .011)
14. Perceiving no consequences to assailant for hurting persons on programme.	.347 (p = .001)
15. Perceiving assailant as receiving legalistic consequences (e.g., arrest, jail).	.244 (p = .008)
16. Perceiving assailant receiving physical consequences, e.g., killed, hit, shot.	+.294 (p = .002)
17. Perceiving assailant receiving verbal consequences, e.g., scolding, telling off.	+.224 (p = .014)
18. Degree to which viewer felt "happy" and "excited" when assailant received consequences <sup>j</sup> .	+.268 (p = .004)

Table 7 (cont'd)

Question/item	Correlation
19. Degree to which viewer felt "afraid" and "sad" when assailant received consequences <sup>j</sup> .	+.292 (p = .002)
20. Believing that police in real-life are "smart."	-.224 (p = .014)
21. "exciting."	-.187 (p = .034)
22. "help people."	-.213 (p = .018)
23. Believing that criminals in real-life are "strong."	-.227 (p = .013)
24. "help people."	-.171 (p = .048)
25. What is the easiest way to hurt a person's feelings and make him angry? Hit, Call names, Don't talk (score reflects hits).	-.171 (p = .048)
26. Believing sometimes "there is a burgler trying to get into your house."	.208 (p = .021)
27. Degree of interest and attitudes about guns <sup>k</sup> .	+.258 (p = .006)
28. Suggesting physical aggression as a solution for conflict situations <sup>c</sup> .	.182 (p = .038)
29. Suggesting that persons cooperate in conflict situations <sup>c</sup> .	.168 (p = .050)
30. Believing that "there are just two kinds of people: the weak and strong."	-.173 (p = .046)
31. Being victimized through name-calling "in the last week."	.201 (p = .025)
N. Degree to which viewer perceived assailant as receiving physical consequences, e.g., killed, shot, hit, correlated with:	
1. Number of people perceived as hurt on programme <sup>h</sup> .	.305 (p = .001)
2. Perceiving the person(s) hurt on programme as "smart."	.357 (p = .001)
3. "rich."	.182 (p = .038)

Table 7 (cont'd)

Question/item		Correlation
4.	"strong."	.188 (p = .033)
5.	"exciting."	.277 (p = .003)
6.	"gentle/kind."	.318 (p = .001)
7.	"likes people."	.360 (p = .001)
8.	"brave."	.199 (p = .026)
9.	Perceiving person who was hurt on programme as "incapacitated or dead."	.307 (p = .001)
10.	Perceiving assailant as a friend of hurt person.	.348 (p = .001)
11.	Degree to which viewer felt "happy" and "excited" when assailant received consequences <sup>j</sup> .	+.447 (p = .001)
12.	Degree to which viewer felt "afraid" and "sad" when assailant received consequences <sup>j</sup> .	+.210 (p = .020)
13.	Believing that police in real-life are "strong."	-.204 (p = .023)
14.	"smart."	-.240 (p = .009)
15.	"help people."	-.285 (p = .002)
16.	Believing that criminals in real-life are "strong."	-.256 (p = .006)
17.	"do something things wrong."	-.204 (p = .023)
18.	Believing that "criminals know they hurt people."	-.276 (p = .003)
19.	Believing that "burglars like to steal."	-.221 (p = .015)
20.	Perception of how many robberies there are every week in Calgary.	-.211 (p = .020)
21.	Perception of how many fights there are every week in Calgary.	-.181 (p = .038)
22.	Employing psychological aggression (e.g., verbal, passive) in violent situations <sup>e</sup> .	-.176 (p = .044)



Table 7 (cont'd)

Question/item	Correlation
23. Putting away "bicycle at night so that someone won't steal it."	-.179 (p = .041)
24. Believing "all criminals should be punished."	-.1834 (p = .037)
0. Degree to which viewer perceived assailant as receiving verbal consequences (e.g., scolded, yelled at), correlated with:	
1. Perceiving person(s) hurt on programme as "strong."	.178 (p = .041)
2. "shows how feels inside."	.179 (p = .042)
3. Degree to which viewer felt "happy" and "excited" when assailant received consequences <sup>j</sup> .	+.271 (p = .004)
4. Degree to which viewer felt "afraid" and "sad" when assailant received consequences <sup>n</sup> .	+.382 (p = .001)
5. Believing that criminals in real-life help people.	.230 (p = .012)
6. Believing "our city is a pretty dangerous place to live in."	.200 (p = .025)
7. Believing that "being a criminal is sometimes exciting."	.196 (p = .028)
8. Perception of how many shootings there are every week in Calgary.	+.198 (p = .026)
9. Perception of how many robberies there are every week in Calgary.	+.208 (p = .021)
10. Believing "most robbers get caught by the police."	-.193 (p = .030)
11. Nonintervention in violent situations <sup>e</sup> .	.210 (p = .020)
12. Believing that "all criminals should be punished."	-.267 (p = .004)
13. Use of "hurting someone's feelings" as aggression "in the last week."	.257 (p = .006)

Table 7 (cont'd)

Question/item	Correlation
P. Degree to which viewer perceived assailant as receiving psychological consequences through withdrawal (e.g., of prestige, privileges), correlated with:	
1. If viewer saw programme before.	.180 (p = .040)
2. If viewer thought things seen on programme really happen.	.187 (p = .034)
3. Degree to which viewer felt "afraid" and "sad" when assailant received consequences <sup>n</sup> .	+.227 (p = .013)
Q. Degree to which viewer perceived assailant as receiving psychological consequences through feelings (e.g., guilt, shame, remorse), correlated with:	
1. Number of people perceived as hurt on programme.	.219 (p = .016)
2. Perceiving person(s) hurt on programme as "smart."	.364 (p = .001)
3. "rich."	.261 (p = .005)
4. "strong."	.180 (p = .039)
5. "shows how feels inside."	.179 (p = .041)
6. "likes people."	.253 (p = .006)
7. What is the easiest way to hurt a person's feelings and make him angry? Hit, Call names, or Don't talk (score reflects hits).	+.187 (p = .034)
8. Employing psychological aggression (e.g., verbal, passive) in violent situations <sup>e</sup> .	.277 (p = .003)
R. Degree to which viewer felt "happy" and "excited" when assailant received consequences, correlated with:	
1. Number of people perceived as hurt on programme <sup>h</sup> .	.398 (p = .001)
2. Perceiving person(s) hurt on programme as "smart."	.412 (p = .001)

Table 7 (cont'd)

Question/item		Correlation
3.	"rich."	.170 (p = .048)
4.	"strong."	.246 (p = .008)
5.	"exciting."	.354 (p = .001)
6.	"happy."	.230 (p = .012)
7.	"shows how feels inside."	.260 (p = .005)
8.	"gentle/kind."	.319 (p = .001)
9.	"likes people."	.332 (p = .001)
10.	"brave."	.393 (p = .001)
11.	Viewer would like to meet.	.335 (p = .001)
12.	Perceiving person hurt on programme as "doing nothing."	.204 (p = .023)
13.	Perceiving assailant as a friend of person hurt.	.460 (p = .001)
14.	Perceiving assailant as receiving legalistic consequences (e.g., arrest, jail).	.410 (p = .001)
15.	Degree to which viewer felt "afraid" and "sad" when assailant received consequences <sup>n</sup> .	+.228 (p = .013)
16.	Believing that "criminals are afraid of police."	.202 (p = .024)
17.	Criminal stereotype score <sup>b</sup> .	.185 (p = .035)
18.	Wanting to own real gun.	-.185 (p = .035)
19.	Use of "hurting someone's feelings" as aggression "in last week."	.184 (p = .036)
S.	Degree to which viewer felt "afraid" and "sad" when assailant received consequences, correlated with:	
1.	Perceiving person(s) hurt on programme as "strong."	.219 (p = .016)
2.	"exciting."	.218 (p = .017)
3.	Viewer would like to meet person hurt.	.182 (p = .038)

Table 7 (cont'd)

Question/item	Correlation
4. Perceiving assailant as receiving legalistic consequences (e.g., arrest, jail).	.216 (p = .017)
5. What is the easiest way to hurt a person's feelings and make him angry? Hit, Call names, or Don't talk? (Score reflects name-calling.)	+.182 (p = .038)
6. Degree of interest and attitudes about guns <sup>k</sup> .	+.194 (p = .029)
7. Suggesting physical aggression as a solution for conflict situations <sup>c</sup> .	.250 (p = .007)
T. Perception of how many shootings there are in Calgary every week, correlated with:	
1. If viewer had seen programme before.	-.183 (p = .037)
2. Perceiving person hurt on programme as "doing nothing."	-.173 (p = .046)
3. Believing that police in real-life are "smart."	.243 (p = .009)
4. "exciting."	.217 (p = .017)
5. "do some things wrong."	-.226 (p = .013)
6. "help people."	.231 (p = .012)
7. Believing that criminals are "exciting."	.196 (p = .028)
8. Believing that "our city is a pretty dangerous place to live in.	.359 (p = .001)
9. Believing "burglars like to steal."	.241 (p = .009)
10. Believing "most robbers get caught by the police."	.170 (p = .048)
11. Criminal stereotype score <sup>b</sup> .	.221 (p = .015)
12. Perceiving how many robberies there are every week in Calgary.	+.482 (p = .001)
13. Perceiving how many fights there are every week in Calgary.	+.494 (p = .001)

Table 7 (cont'd)

Question/item	Correlation
14. Employing psychological aggression (e.g., verbal, passive) in violent situations <sup>e</sup> .	.177 (p = .042)
15. Suggesting that other people should intervene (or help) in conflict situations <sup>c</sup> .	.230 (p = .010)
16. Degree of aggressive solutions score <sup>o</sup> .	+.174 (p = .045)
17. Believing that "police should carry guns."	.171 (p = .048)
18. Use of tattling aggression "in the last week."	.171 (p = .048)
19. Being victimized through name-calling.	-.173 (p = .046)
U. Perception of how many robberies there are in Calgary every week, correlated with:	
1. Perceiving person(s) hurt on programme as "brave."	-.241 (p = .009)
2. Believing that police in real-life are "smart."	.277 (p = .002)
3. "help people."	.250 (p = .007)
4. Believing that criminals in real-life "help people."	.242 (p = .009)
5. Believing that "our city is a pretty dangerous place to live in."	.206 (p = .022)
6. Believing that "being a criminal is sometimes exciting."	.194 (p = .029)
7. Believing that "criminals know that they hurt people."	.245 (p = .008)
8. Believing that "criminals like being chased by the police."	.189 (p = .032)
9. Perceiving how many fights there are every week in Calgary.	+.607 (p = .001)
10. Suggesting no solution or leaving conflict situation.	-.212 (p = .019)



Table 7 (cont'd)

Question/item	Correlation
V. Perception of how many fights there are in Calgary every week, correlated with:	
1. Perceiving person(s) hurt on programme as "shows how feels inside."	.183 (p = .037)
2. Perceiving that someone in an official role (e.g., police, military) hurt the person(s) on programme.	.186 (p = .035)
3. Believing that police in real-life are "strong."	.207 (p = .021)
4. "help people."	.238 (p = .010)
5. Believing that criminals in real-life are "exciting."	.182 (p = .038)
6. Believing that "most killers get caught by the police."	.177 (p = .042)
7. Believing that "criminals know that they hurt people."	.253 (p = .006)
8. Believing that "burglars like to steal."	.303 (p = .001)
9. Employing psychological aggression (e.g., verbal, passive) in violent situations <sup>e</sup> .	.233 (p = .011)
10. Sometimes thinking "someone is following you."	.173 (p = .046)
11. Feeling "safe when you see a policeman."	-.218 (p = .017)
12. Use of tattling aggression "in last week."	.191 (p = .031)
13. Being victimized through name-calling "in the last week."	-.174 (p = .049)
14. Having someone confide in viewer (tell feelings) "in the last week."	.176 (p = .043)
W. Degree of aggressive disposition in ease of hurting feelings and angering people through hitting, <sup>p</sup> correlated with:	
1. Perceiving person(s) hurt on programme as "rich."	.196 (p = .028)

Table 7 (cont'd)

Question/item		Correlation
2.	"hurts people."	-.254 (p = .006)
3.	Believing that police in real-life are "strong."	.288 (p = .002)
4.	"smart."	.192 (p = .030)
5.	"help people."	.270 (p = .004)
6.	Believing that criminals in real-life "help people."	.187 (p = .034)
7.	"do some things wrong."	.235 (p = .011)
8.	Parents locking "doors when you leave home."	.270 (p = .004)
9.	Parents locking doors before "you go to sleep."	-.271 (p = .004)
10.	Believing that "there are just two kinds of people: the weak and strong."	.214 (p = .018)
11.	Being victimized through being hit "in the last week."	-.228 (p = .013)
12.	Being victimized through having feelings hurt "in the last week."	.238 (p = .010)
X.	Degree of aggressive disposition in ease of hurting feelings and angering people through name-calling <sup>p</sup> , correlated with:	
1.	Believing police in real-life are "strong."	.212 (p = .019)
2.	"smart."	.340 (p = .001)
3.	"help people."	.297 (p = .002)
4.	Believing criminals in real-life are "strong."	.285 (p = .002)
5.	"smart."	.252 (p = .007)
6.	"exciting."	.173 (p = .046)
7.	"do some things wrong."	.212 (p = .019)
8.	Believing that "criminals know that they hurt people."	.206 (p = .022)

Table 7 (cont'd)

Question/item	Correlation
9. Believing that "criminals like being chased by the police."	.205 (p = .023)
10. Believing that "burglars like to steal."	.173 (p = .046)
11. Being "scared when you go outside alone after dark."	.188 (p = .034)
Y. Degree of sensitization (total sensitization) <sup>f</sup> , correlated with:	
1. Perceiving the person hurt on programme as "doing nothing."	-.278 (p = .003)
2. Believing police in real-life are "strong."	.169 (p = .050)
3. "exciting."	.174 (p = .045)
4. Believing that "most robbers get caught by the police."	.306 (p = .001)
5. Employing physical aggression in violent situations <sup>e</sup> .	.180 (p = .040)
6. Nonintervention in violent situations <sup>e</sup> .	-.240 (p = .009)
7. Being "scared when you go outside alone after dark."	.428 (p = .001)
8. Wanting to own a real gun.	.230 (p = .012)
9. Believing sometimes "there is a burglar trying to get into your house."	.479 (p = .001)
10. Wanting to learn karate or kung fu (or already learned).	.377 (p = .001)
11. Putting "bicycle away at night so that someone won't steal it."	.285 (p = .002)
12. Believing "your parents should have a gun in case a burglar tries to get into your house."	.312 (p = .001)
13. Hiding "money so that someone won't steal it."	.498 (p = .001)
14. Believing that "sometimes someone is following you."	.498 (p = .001)

Table 7 (cont'd)

Question/item	Correlation
15. Feeling "safe when you see a policeman."	.209 (p = .020)
16. Use of yelling aggression "in the last week."	.183 (p = .037)
17. Use of name-calling aggression "in the last week."	-.198 (p = .026)
18. Use of tattling aggression "in the last week."	.257 (p = .006)
19. Being victimized through being yelled at "in the last week."	.222 (p = .015)
20. Being victimized through being tattled on "in the last week."	.230 (p = .012)
21. Degree of pretend victimization (e.g., being hurt, angry, when you are not really) <sup>q</sup> .	+.286 (p = .002)
22. Degree of victimization <sup>r</sup> .	+.184 (p = .036)
Z. Degree of aggressive disposition <sup>s</sup> , correlated with:	
1. Believing police in real-life are "strong."	.252 (p = .007)
2. Employing psychological aggression (e.g., verbal, passive) in violent situations <sup>e</sup> .	-.226 (p = .014)
3. Believing "parents should have a gun in case a burglar tries to get into your house."	.348 (p = .001)
4. Suggesting psychological aggression as a solution for a conflict situation <sup>c</sup> .	.206 (p = .022)
5. Use of name-calling aggression "in the last week."	-.206 (p = .025)
AA. Amount of aggressive solutions for conflict situations <sup>c</sup> , correlated with:	
1. If viewer has seen programme before.	.184 (p = .036)
2. Perceiving assailant as a friend of the person hurt on programme.	.228 (p = .013)
3. Believing police in real-life "do some things wrong."	-.193 (p = .030)

Table 7 (cont'd)

Question/item	Correlation
4. Believing "our city is a pretty dangerous place to live in."	.185 (p = .036)
5. Suggesting that person cooperate in conflict situations <sup>C</sup> .	-.359 (p = .001)
6. Suggesting no solutions or leaving conflict situations <sup>C</sup> .	-.225 (p = .014)
7. Believing that "there are just two kinds of people: the weak and strong."	.198 (p = .026)
BB. Degree of pretend victimization (e.g., being hurt when not really hurt <sup>Q</sup> , correlated with:	
1. If viewer thought things seen on programme really happen.	.248 (p = .007)
2. Perceiving person(s) hurt on programme as "strong."	.199 (p = .026)
3. "do some things wrong."	.175 (p = .044)
4. "shows how feels inside."	.180 (p = .040)
5. Believing criminals in real-life are "exciting."	.173 (p = .046)
6. Believing "our city is a pretty dangerous place to live in."	-.192 (p = .031)
7. Employing nonaggressive intervention in violent situations <sup>E</sup> .	.171 (p = .048)
8. Wanting "to own a real gun."	.302 (p = .001)
9. Believing "there is a burglar trying to get into your house."	.185 (p = .035)
10. Wanting to learn karate or kung fu (or already learned).	.185 (p = .036)
11. Hiding "money so that someone won't steal it."	.297 (p = .002)
12. Suggesting physical aggression as solution to conflict situations <sup>C</sup> .	.212 (p = .019)



Table 7 (cont'd)

Question/item	Correlation
13. Use of hitting aggression "in the last week."	.298 (p = .002)
14. Use of yelling aggression "in the last week."	.229 (p = .013)
15. Use of name-calling aggression "in the last week."	.270 (p = .004)
16. Telling how you feel inside "in the last week."	.204 (p = .023)
17. Use of tattling aggression "in the last week."	.196 (p = .027)
18. Use of hurting someone's feelings as aggression "in the last week."	.383 (p = .001)
19. Amount of total aggression (aggressiveness of viewer) <sup>m</sup> .	.418 (p = .001)
20. Being victimized through being yelled at "in the last week."	.338 (p = .001)
21. Being victimized through name-calling "in the last week."	.267 (p = .004)
22. Having someone confide in viewer (tell feelings) "in the last week."	.218 (p = .016)
23. Being victimized through tattling "in the last week."	.307 (p = .001)
24. Being victimized through having feelings hurt "in the last week."	.190 (p = .032)
25. Amount of total victimization <sup>r</sup> .	.382 (p = .001)
CC. Aggressiveness of viewer <sup>m</sup> , correlated with:	
1. If viewer thought things seen on programme really happen.	.201 (p = .025)
2. Perceiving person hurt on programme as "doing nothing."	.230 (p = .012)
3. Perceiving assailant as receiving realistic consequences (e.g., arrest, jail).	-.182 (p = .036)

Table 7 (cont'd)

Question/item	Correlation
4. Believing police in real-life are "smart."	-.250 (p = .007)
5. "help people."	-.196 (p = .028)
6. Believing that "most killers get caught by the police."	-.216 (p = .017)
7. Believing that "most robbers/thieves get caught by the police."	-.242 (p = .009)
8. Wanting to learn karate or kung fu (or already learned).	.202 (p = .024)
9. Suggesting that persons cooperate in conflict situations <sup>c</sup> .	.199 (p = .026)
10. Amount of total victimization <sup>r</sup> .	.765 (p = .001)
11. Believing that "all criminals should be punished."	-.181 (p = .039)
12. Telling how you feel inside to someone "in the last week."	.495 (p = .001)
13. Being victimized by being hit.	.400 (p = .001)
14. Being victimized through being yelled at "in the last week."	.535 (p = .001)
15. Being victimized through name-calling "in the last week."	.634 (p = .001)
16. Having someone confide in viewer (tell feelings) "in the last week."	.334 (p = .001)
17. Being victimized through telling "in the last week."	.538 (p = .001)
18. Being victimized by having feelings hurt by someone "in the last week."	.490 (p = .001)
DD. Amount of total victimization as perceived by viewer <sup>r</sup> , correlated with:	
1. If viewer saw programme before.	.186 (p = .035)

Table 7 (cont'd)

Question/item	Correlation
2. If viewer thought things seen on programme really happen.	.168 (p = .050)
3. Perceiving no consequences to the assailant for hurting persons on programme.	.206 (p = .022)
4. Perceiving assailant as receiving legalistic consequences (e.g., arrest, jail).	-.177 (p = .042)
5. Believing police in real-life are "strong."	-.185 (p = .036)
6. Believing that "most killers get caught by the police."	-.258 (p = .006)
7. Believing that "most robbers/thieves get caught by the police."	-.232 (p = .011)
8. Employing physical aggression in violent situations <sup>e</sup> .	.185 (p = .036)
9. Employing psychological aggression (e.g., verbal, passive) in violent situations <sup>e</sup> .	-.201 (p = .025)
10. Wanting to "own a real gun."	.184 (p = .036)
11. Believing that sometimes "there is a burglar trying to get into your house."	.178 (p = .041)
12. Believing your "parents should have a gun in case a burglar tries to get into your house."	.184 (p = .037)
13. Believing "all criminals should be punished."	-.177 (p = .043)
14. Use of hitting aggression "in the last week."	.582 (p = .001)
15. Use of yelling aggression "in the last week."	.548 (p = .001)
16. Use of name-calling aggression "in the last week."	.541 (p = .001)
17. Telling how you feel inside to someone "in the last week."	.397 (p = .001)
18. Use of tattling aggression "in the last week."	.413 (p = .001)
19. Use of hurting someone's feelings as aggression "in the last week."	.461 (p = .001)

Table 7 (cont'd)

<sup>a</sup>"Significant" correlation refers to  $p \leq .05$  using the Pearson Correlation Coefficient ( $N = 96$ ).

<sup>b</sup>Derived by combining answers to seven items.

<sup>c</sup>Derived by combining answers to four situations.

<sup>d</sup>Derived by combining answers to the three feelings.

<sup>e</sup>Derived by combining answers to the three situations.

<sup>f</sup>Derived by combining answers to 10 items. Depending upon one's theoretical persuasion, a negative correlation may be interpreted as "desensitization."

<sup>g</sup>Derived by combining answers to the two feelings.

<sup>h</sup>Derived by combining all instances of victims perceived by viewers.

<sup>i</sup>See note "c."

<sup>j</sup>Derived over all assailants perceived by viewers as having these two emotions.

<sup>k</sup>Derived over answers to items dealing with attitudes and behaviours towards guns.

<sup>l</sup>Derived by combining answers to seven items.

<sup>m</sup>Derived by combining answers to five items dealing with actual aggression "in the last week."

<sup>n</sup>See note "j".

<sup>o</sup>Derived by combining answers to four situations; score reflects physical and psychological aggression.

<sup>p</sup>Derived by combining answers to two situations.

<sup>q</sup>Derived by combining answers to four items.

<sup>r</sup>Derived by combining answers to five items dealing with actual victimization "in the last week."

<sup>s</sup>See note "l."

Table 8  
 Selected Significant<sup>a</sup> Correlations Among Answers to Questions/Items  
 Between Phase I and Phase II

Phase II Effects	Phase I Variables	
	Positive Correlations	Negative Correlations
19. People Perceived as hurt	208, 414, 430	68, 336, 356, 379, 401
130. Perception: Victim showed feelings	1, 194, 402, 403, 414	
133. Perception: Victim attempted to reconcile, discuss conflict	386, 410, 414, 434	68, 130
134. Perception: Victim retaliated with verbal aggression	3, 140, 194, 226, 238	340, 431, 433
135. Perception: Victim retaliated with physical aggression	238, 340, 430	339
136. Perception: Assailant as family member	339, 414	379, 401, 411, 420, 433
137. Perception: Assailant as friend of victim	4, 411	68, 225, 314, 412, 431
145. Perception: Consequences for assailant were physical	430, 431, 432	330
146. Perception: Consequences for assailant were verbal-psychological	206, 226, 414, 434	431
147. Perception: Consequences for assailant were withdrawal-psychological	19, 414, 434	421
148. Perception: Consequences for assailant were feelings-psychological	67, 386	5, 129, 130, 344, 430



Table 8 (cont'd)

Phase II Effects	Phase I Variables	
	Positive Correlations	Negative Correlations
156. Viewer emotional reactions to assailant consequences: Positive	340, 410, 411	194
157. Viewer emotional reactions to assailant consequences: Negative	206, 207, 357, 414, 432, 434	410
183. Viewer criminal stereotyping	130, 172, 411	6, 208
210. Viewer sensitization	8, 207, 208, 225, 238, 357, 387, 401, 412, 420, 421, 422, 423, 430	4
214. Viewer interest in guns	4, 8, 226, 238, 317, 411	5, 9, 208, 314, 357, 365, 412
228. Viewer aggressive attitude/disposition toward criminals	172, 366	4, 6, 67, 128, 208, 235, 314, 403
234. Viewer aggressive attitudes toward solutions of problems	19, 128, 194, 314, 330, 339, 344	4, 8, 30, 226, 238, 354, 410
235. Viewer pretend victimization	140, 153, 207, 225, 365, 422, 423	
242. Viewer actual aggression	153, 401, 410, 411	314, 340
249. Viewer victimization	153, 387, 411	314

<sup>a</sup>"Significant" refers to a  $p \leq .05$  using the Pearson correlation coefficient (N = 94)

## FOOTNOTES FOR RESULTS

<sup>1</sup> I would like to thank Janet Lawlor for taking on this particularly demanding and important task of supervising the coding of data. Her diligence and perseverance were exemplary...Thanks.

<sup>2</sup> I would like to thank Scott Kirker for handling the data descriptions and analyses. His thoroughness and sense of responsibility were crucial for the completion of this project...Thanks.

## DISCUSSION

Considering the fact that this project attempted to analyse over 100,000 pieces of data in Phases I and II, and that over 250,000 pairwise correlations and effects were examined, it is necessary to summarize and categorize some of the major trends. But before so doing, it should be pointed out that the number of possible other correlations and relationships (e.g., multiple correlations, conditional probabilities) that could be examined by other techniques (e.g., factor analysis, multivariate analysis, profile analysis) approach the tens of millions! The principal investigator has attempted to give a preliminary but thorough analysis of the data; where in actuality, a complete description of all the relationships would take literally over a year and thousands of dollars to complete. Nevertheless, in this preliminary analysis, we have attempted to do exhaustive analyses so that the next step is quite clear--the more complex levels of analyses such as factor analysis and profile analysis. By presenting the thousands of correlations and effects herein, the astute and thoughtful reader can spend many months examining the tables and formulate his/her own hunches, relationships, and interpretations. What we shall attempt now is to group effects and variables, to discern trends, and to ask questions related to individual differences among viewers and the effects upon viewers--but remaining cautious in these initial descriptions. It should also be pointed out that, without question, further analyses will be carried out, to the degree that government agencies, private foundations, and/or educational institutions believe such issues are important. And to the degree that these agents of funding are serious in translating their expressed concern for social issues into real interest, real dollars and realistic time frames for completion of such a project, we shall continue to gain understanding of the effects of TV upon our youth, and which youth

are most influenced.

We shall present the following sections in the order listed:

- (a) Descriptive Data
- (b) Actual Test of effects of TV programmes (Phase II)
- (c) Correlations among perceptions and reactions to televised contents  
(Phase II)
- (d) Correlations among variables and effects in Phase I
- (e) Correlations among variables in Phase I and effects in Phase II.

#### Descriptive Data

An examination of Table 1 and of the Results section reveals several characteristics of the viewer and his/her television milieu.

Media Characteristics. Forty-four percent of the homes had one working TV set while an additional 40% had a second set; 76% of the homes had at least one colour set. Most of the sets were located in the living room (43%) or rumpus room (58%); and only 5% of the homes had a TV in the child's bedroom. Seventy-seven percent of the homes had cable TV which allowed viewing of 11 separate channels (these included three from the United States--ABC, CBS and PBS, as well as an educational TV station and a French-language station).

Forty-four percent of our viewers said there were programmes seen on TV which they didn't understand, and the ones most often cited were Crime shows (6%, e.g., "Kojak," "S.W.A.T."), Soap Operas (4%), Adult Family shows (4%, e.g., "All in the Family," "Maude"), and Ethnic shows (4%, e.g., "Jeffersons," "Excuse my French"). Sixty-four percent of the viewers said that they preferred "fast" programmes, and those typically cited were Crime (23%) and Crime Adventure (11%, e.g., "Six Million Dollar Man," "Bionic Woman"). The distance the viewers sat from the TV set while watching varied considerably, but 51% watched at a distance from 6-10 feet and another 35% at 3-6 feet from the screen. Sixty-three percent of our young

viewers preferred the volume to be loud as opposed to 33% for soft (2% preferred very loud).

Family/Parental characteristics. The socio-economic status of the parents was somewhat higher than would be expected from a random cross-section of people (this undoubtedly was due to those people being the most interested in participating in such a project), with professional and managerial occupations (upper and upper-middle class) being characteristic of 52% of the families, 21% in the skilled and trades occupations, and 27% being semi-skilled, unemployed, laborers and uncodeable (most likely lower class). Although this would appear to be problematic in the interpretation of the many results in the present project, it will soon become apparent that (there were adequate numbers from each class to calculate meaningful correlations) one of the least influential variables within the whole project was socio-economic status of the parents (i.e., was correlated with very, very few variables and effects); therefore, seemingly large differences in SES were, in fact, irrelevant in the generalizability of the findings of this project.

Most of the viewers came from families with both parents present (85%), and parents who occasionally or often discourage TV watching (91%) for several reasons, the most popularly given were disapproval of programme (67%), child needs to do homework (50%) or chores (50%), and believing that their child watches too much TV (46%). On the other hand, relatively fewer encourage TV watching (79%), with the most popular reasons for encouragement being to learn new things (68%), reminding child of favourite programme (51%), and to discuss things seen on TV (37%).

According to the parents, their children watch TV with them occasionally (47%) or often (40%), and either often or almost always with friends or siblings (72%)--thus indicating a considerable social aspect to TV viewing, contrary to the stereotype of TV-viewing being a solitary activity. And



when there is conflict concerning which programme is to be watched at a given time (the incidence of such conflict is very high: 91% of families say conflict occurs between children, 89% between child and parent), the usual way this conflict is resolved is by the parent intervening and deciding (over 50% of the times, regardless of whom the conflict is between). Another form of "conflict" is a moral one for parents, i.e., to believe and utilize the "parental discretion warnings" occasionally appearing before "adult" contents: 43% of parents say that they subsequently do not allow their child to watch the programme, while 45% either do not believe the announcement or assume their child is mature enough to watch the programme. And regardless of "parental discretion" warnings, the following programmes are deemed most inappropriate for children by their parents: Crime (60%), Sexual (56%), Soap Operas (39%), and certain movies (35%). On the other hand, Cartoons received only 8% disapproval; Sports, 2%; and Game shows, no one disapproved.

Another form of parental influence over TV watching is having the TV on as "background noise" throughout the day (when no one is particularly watching); we found that 71% claimed that they never did this and only 4% said that they did more than 3 hours a day. Although the actual number of hours per day that the mother and father watched TV were not obtained, we did obtain relative ratings of watching by mothers and fathers: mothers were found to watch more TV than fathers, and to watch more violent contents (summing over Crime, Crime Adventure, Sports and Adult Family) than the fathers. And in general, the relationships of the parents with their children (as viewed by the child) appeared to be quite positive, e.g., 92% of the children claimed that they were happy when talking with their parents, but only 13% afraid; most children believed their parents understood them (87%), help them (97%) and know how s/he feels (79%).

Viewer characteristics/behaviours. Of the families interviewed, there were 2.3 children per family and a majority of the children interviewed were first or only borns (33%), second-borns (35%) and third-borns (16%). An even distribution of ages was obtained with each age in years between 6 and 13 having 10-15% of the children interviewed; 54% were male, 46% female. The viewer's grades in school (as reported by the parents) were somewhat higher than what would be expected as "average," i.e., 10% were judged as "straight-A's," 29% as having some mixture of A's, B's and C's and 43% as having C's.

Other characteristics were the following:

- (a) Activity level--it was found that the average activity level of viewers was 9.6 (out of a possible score of 54). This indicates that our sample was not judged as particularly active and fell somewhere between typical and slightly below typical activity level (this level was insignificantly lower than that found in another study, using middle class children, by the principal investigator).
- (b) Introversiion-extroversion--the average introversion-extroversion score of 46.2 indicates the usual finding using this scale (Fouts & Click, 1973; Suda & Fouts, 1974), i.e., most children are ambiverts to extroverts, thus our sample reflects the usual skewness found in the population of children.
- (c) Three aggressiveness scores:

(1) Aggressive solutions--viewers used different forms of aggression to solve several problem situations--physical aggression was proposed by 54%, verbal aggression by 76%, passive aggression by 42%, indirect aggression by 29% and constructive/nonaggressive solutions by 86% (viewers could suggest more than one solution);

(2) Actual Aggression--in the last week, the viewers admitted to having hit someone (37%), yelled at someone (38%), called someone names (36%), tattled on someone (33%), ignored someone (34%) and hurt someone's

feelings (34%); and

(3) Vicarious Aggression--whether viewer has observed the different forms of aggression in real-life, e.g., 91% or more of the viewers claimed that they had seen physical, verbal and indirect forms of aggression.

(d) Exposure to police/criminals--72% said that they had talked with police while 16% claimed that they had seen a real criminal.

(e) Emotional disposition--ratings of positive and negative affect--e.g., relative ratings of happiness and "anger" when with parents and alone, approximately three times more positive affect characterizes viewers than negative affect.

(f) The most popular motives which viewers use for watching TV are bored (88%), lonely (75%), want to be alone (60%), and when sad (56%). However, when viewers were given a choice concerning playing with friend, watching TV or just being alone when bored, 67% would prefer play or talking with friends. Since 79% of the viewers claim to have lots of friends, it was not surprising that viewers stated that they do watch with their friends (87%) as well as occasionally with their parents (94%). And to further document that TV-watching isn't a solitary/nonsocial activity, 89% of viewers say that they discuss what is seen on TV with their friends and 83% with their parents.

Another motive for watching TV is a sense of intellectual competence, being able to predict outcomes and turns of plots. We found that 85% of our young viewers claim they can guess up-coming events on TV, which indicates an active process while viewing, rather than passively taking in the contents. This is further documented by viewers having a preference for programmes which have a story, presumably, in part, to provide the medium for active/intellectual participation provided by the meaningfulness of the story, as opposed to passively receiving information and impressions.

(g) Other sources of learning--in general, the use of books and watching TV was rated equivalent, with asking parents and asking friends ranking 3rd and 4th, respectively. However, when specific kinds of information are desired, these rankings change considerably, e.g., to learn criminal techniques, 45% of viewers would watch TV and 20% would read a book; but in order to learn how to help people, 52% would ask their parents and 25% would watch TV; or to learn about weapons, the preference for books was 47%, with TV at only 25%.

Viewer perceptions of televised contents. Viewers' perceptions of how conflict situations are resolved on TV were largely aggressive, i.e., physical aggression as a solution was perceived as most likely, followed by constructive/nonaggressive solutions, with verbal aggression being perceived as slightly less used than constructive solutions; passive and indirect forms of aggression were seldom suggested.

The people that viewers watched on TV were perceived positively, i.e., they like each other (96% of viewers felt so), talk a lot (97%), help each other (97%), and are friendly (96%), although they don't often tell each other how they feel inside (55%). The negative characteristics were perceived less often, e.g., they hurt each other's feelings (82%), hurt each other (92%), they yell at each other (93%). The high percentages for both positive and negative characteristics likely reflect the many different characters and conflicting characteristics seen on programmes, e.g., many situation comedies have both positive and negative characteristics associated with a single character, e.g., Archie and Edith Bunker like each other but concomitantly, yell and hurt each other's feelings.

A comparison of the amounts of crime and helping perceived on TV reveals that robberies (75%), fights (68%) and killings (61%) are all perceived as occurring often compared with people helping each other (42%). Of the 54% of the viewers who believe that they learn things on TV that



they shouldn't, the themes most recalled were violent behaviours (36% compared with 9% for nonviolent behaviours).

Viewers' perceptions of what happens to criminals when caught by the police is that only 11% say that there are no punishments or involvements with the legal system, with 37% saying no punishments when the violence is not committed by criminals (e.g., fights). This finding suggests that either viewers see consequences for violent acts by criminals, believe that they see consequences, and/or assume there are consequences. But regardless of the consequences, viewers often perceive criminals repeating the crime after they are released from jail (29%); however, they believe that most of the criminals subsequently go to school (58%)!

Viewers differ in what they enjoy watching on TV, i.e., their perception of what is enjoyable differs markedly. For example, 70% said that they enjoyed watching fighting on TV, people being scared (65%), people being angry (56%), police shooting criminals (51%) with other forms of violence receiving less than 50% (e.g., name-calling, yelling). On the other hand, the most enjoyed behaviours were people being friendly (92%), people helping people (82%). A comparison between prosocial and violent behaviours enjoyed on TV reveals a greater proportion of positive/prosocial behaviours being enjoyed.

Several kinds of contents were perceived as scary for our viewers (e.g., monsters, screaming, criminals). The response of viewers is that 60% enjoy being scared, 91% like being excited by the contents, and a surprising 25% and 17% claim they enjoy being saddened and upset, respectively; 30% claimed that at times, they were too frightened to move or do anything. But when a viewer is frightened, what does s/he do? The most typical response was to watch the programme anyway (74%), since the majority like being scared, and 49% said that they pretend not being afraid. Children who are too immediately afraid avoid the TV contents by hiding or closing



their eyes (48% have used this method), while others (40%) change the channel. Less used ways of avoiding scary contents were to tell someone (31%) and to turn off the TV (26%).

When children watch their favourite programmes [in order of percentages, Situation Comedies were the most popular, 22%, followed by Crime (e.g., "Kojak," "S.W.A.T.," 15%) and Crime Adventure (e.g., "Six Million Dollar Man," "Bionic Woman," 14%)], the main emotion which they felt while watching was happiness (92%), followed closely by excitement (87%, more than one emotion could describe their emotional reactions). Very few watched programmes which made them angry (10%), tired (21%) or confused them (27%). Seventy-five percent of our young viewers said they got tired of commercials.

A common ability of children is to compare themselves and their homes with what is seen on TV. We found that, despite the fact that we have a disproportionate number of viewers from upper level income groups, 80% of our viewers said that the homes on TV were nicer than their own; 59% said that kids on TV had more "things" than they did. And this positive view of material goods also applies to social and emotional characteristics, e.g., 60% perceived children on TV as happier than themselves, and 50% thought kids on TV have more friends than they have. These findings are quite surprising in terms of the number of friends they possess, their positive relations with parents, stated happiness, and SES of parents. This exaggeration may, in part, be due to the families on TV being presented as relatively conflict-free; the viewers may not see the usual amount of untidiness associated with living on TV programmes; and perhaps the country of origin of these programmes has an effect, i.e., there are material goods which are more plentiful and different than those found here in Calgary.

While watching TV violence, it is possible that a viewer may project him/herself into the situation and thus recall their own past transgressions,

e.g., viewer may remember when s/he hit someone, or stole something. On the average, each viewer recalled one instance of some past transgression while watching televised contents. And for many, they used the televised contents to "rationalize" their own behaviours, i.e., they gave the excuse that they did something because "I saw it on TV." Approximately 30% used this strategy of dealing with potential threats.

The favourite TV characters of viewers were male (81%), which is not surprising since most lead characters are male, especially in Crime/Crime Adventure programmes. And the characteristics which viewers perceive in their favourite characters (and those which may induce their choice of that person as his/her favourite choice) are that s/he helps people (92%), is happy (93%), is exciting (90%) and smart (83%). Characteristics which are less often agreed with are strength, whether s/he hurts people, gets hurt and makes mistakes.

A comparison of the perceptions of police and criminals as portrayed on TV reveals overall positive evaluations of the former, negative for the latter. For example, police were more likely to be described as stronger (95%) than criminals (83%), smarter (96% vs. 47%), exciting (90% vs. 68%), help people more (97% vs. 10%), get hurt less often (87% vs. 97%), hurt fewer people (84% vs. 96%). It would seem that children do make distinctions between criminals and police, their roles in society--even though they both may engage in violent acts but for different reasons.

Perceptions of how many people were hurt on programmes, how they were hurt and why they were hurt were also obtained. It was found that Crime/Crime Adventure programmes produced the highest perceptions of people getting hurt, followed by Drama, Children's programmes and finally Situation Comedies. The perception of people/characters being hurt in Children's programmes more than Situation Comedies can be understood by examining the means of violence. For example, the programmes were ranked in terms of

physical violence (e.g., body, weapons), and unsurprisingly, Crime/Crime Adventure was rated the highest, then came Drama and next Children's programmes, followed by Situation Comedies. Thus children can judge cartoon violence as "being hurt" even when they are recognized as cartoons.

Psychological means of perpetrating violence (e.g., verbal, passive and indirect aggression), as perceived by young viewers, resulted in Situation Comedies being rated more psychologically violent than Drama, with Crime/Crime Adventure and Children's programmes not producing perceptions of hurt. These findings may also reflect the belief in children that when the means are psychological (if they are perceived), they may not produce pain in the recipient.

But not only are there differences among programmes concerning their perceived violence and the means of such violence, the reasons for violence varies; for example, viewers responded as if they least understood the violence associated with Crime/Crime Adventure programmes, with Drama being second least understood, and Situation Comedies and Children's programmes apparently being understood. These findings are difficult to interpret since, at least, it is commonly assumed that overt physical violence is "simpler" than psychological means. But on the other hand, the sheer amount of violence perceived on Crime/Crime Adventure programmes may increase the likelihood of not understanding, i.e., the more incidents of violence seen, the greater the likelihood of not understanding through attending to the actions rather than motives and meaning.

The latter position is supported when we examine the causes of violence as perceived by our young viewers. In terms of emotional and attributional explanations (e.g., the assailant was angry, he was a "criminal," he "deserved it"), Crime/Crime Adventure programmes were rated considerably higher than the Situation Comedies, Drama or Children's programmes. And viewers' perceptions of personal "selfish" reasons for violence by

assailants (e.g., increased status, money, protect loss of love), Crime/Crime Adventure was ranked the highest again with the other categories receiving few explanations in terms of personal motives. An finally, in terms of accidents and events beyond TV characters' control, Drama was judged as having considerably more accidents than the other programmes, with Children's programmes and Crime/Crime Adventure having more than Situation Comedies. Thus, it can be said that young viewers can and do make different judgments associated with the causes of violence; but it remains to be demonstrated (in the following sections) that these perceptions in any way alter the effects of TV violence upon young viewers.

Viewer programme preferences. There are several ways to determine programme preferences, e.g., one can use the number of times a viewer watches the programme--but this may not accurately reflect the preference since parents can discourage such viewing; or one can use the degree of liking independent of whether they actually watch the programme--but this has the problem of the possibility that a child may have never watched the programme more than once (and thus presumably be less influenced). Another way to judge preference is by the proportion of viewers who claim that a particular category is their favourite, but this also has the problems previously mentioned. Thus, keeping in mind these difficulties, we attempted to use all three indices and to determine in our project, which, in fact, was most highly correlated with other variables and effects of TV, thereby using the utility criterion as the main means of judgment of the validity of the indices of preference.

Using how often children watch TV, the order of programme preference (from high to low) is Children's programmes (e.g., cartoons, "Sesame Street"), Situation Comedies (e.g., "Happy Days," "Laverne and Shirley"--but not adult situation comedies), Crime/Crime Adventure, and finally Drama (e.g., "Waltons," "Emergency"). On the other hand, using the degree of



liking as the index of viewing, we found that Children's programmes were still the most preferred, but that Crime/Crime Adventure and Situation Comedies were reversed, with Drama still being in the fourth position of preference. And to confuse matters even more, when percentages of viewers who rate programmes as "most watched" or "most liked," the orders are the following: (a) most watched--Children's programmes, Situation Comedies, Drama, with Crime/Crime Adventure at the end of the list; and (b) most liked--Situation Comedies, Crime/Crime Adventure, Children's programmes, and Drama. As one can readily discern, the four ways by which one could order preference (and there are many other ways) yielded four different orderings, although it appears that Drama is likely the least preferred of these categories of programmes.

As the reader will recall, programme preferences were assessed at two points in time: asking children to spontaneously mention their favourite programme during the home interviews dealing with TV perceptions, and during the systematic and lengthy interview mentioning all the programmes and asking questions for each programme (TV Preferences Interview). The results mentioned in the previous paragraph reflect the latter assessment procedure. The former procedure, the spontaneous naming of his/her favourite programme, yielded the following order: Crime/Crime Adventure (29%), Situation Comedies (22%), with Children's programmes (13%) and Drama (9%) following these. Again, a different ordering of preferences! It should, however, be noted that in the spontaneous questioning of favourite programmes, children never mentioned Soap Operas, News, Religious, Sexual, Medical or Ethnic programmes, with Movies, Sports, Game shows and Documentaries receiving a spontaneous mention 1% of the time.

Another dimension which may influence preference of programmes is whether the programme has a "story-line" associated with it or merely shows or demonstrates a behaviour, information, etc. It was found that 54%



of the viewers prefer programmes which have a story-line.

The effects of viewing TV were assessed through actual testing by presenting various programmes to children (Phase II) and through various correlational means: (a) perceptions and reactions to TV contents in Phase II, (b) programme preferences/perceptions and other variables with possible effects in Phase I, and (c) numerous variables in Phase I with possible effects in Phase II.

#### Actual Test of Effects of TV Programmes

Each child was presented a Crime/Crime Adventure, Drama, Situation Comedy or Cartoon programme (see Table 4 for the list); and each child's reactions to these were then statistically analyzed by comparing their responses to Crime, Drama and Situation Comedies with one another and Crime Adventure and Cartoons with one another.

Comparisons among Crime, Drama and Situation Comedies. Only 19 significant differences were found out of 153 tests, and the effects can be divided into roughly two categories: perceptions of viewed contents, and effects of violence. Among the differences in perceptions were that victims in Situation Comedies were perceived as less gentle and liking people less, with the victim in the Crime programmes more likely to die. Interestingly, viewers perceived victims as more likely to verbally retaliate in Situation Comedies than either Crime or Dramatic programmes. Also, the assailant in Crime programmes was judged more often as a stranger to the victim.

But more importantly, what impact did these programmes have upon the viewers? Viewers felt happy and excited when the assailants were punished in Crime programmes more than when assailants received consequences in Drama or Situation Comedies. Subsequent to viewing Crime programmes, viewers said that criminals in real-life were weak and the easiest way to get money was to steal it. After watching Crime programmes, viewers were more likely

to say that hitting a person was the easiest way to hurt a person than those viewers who watched Situation Comedies. Also, viewing Crime programmes resulted in viewers believing that people should retaliate by hurting a person's feelings. What is unusual in these comparisons is the lack of numerous effects associated with viewing police and criminals stereotypically, the various measures of aggressive attitudes and solutions to conflicts, the paucity of sensitization effects or feelings of victimization. That is, out of 92 possible comparisons for these effects, only seven were significant in these short-run terms.

Comparisons among Crime Adventure and Cartoon Programmes. In these comparisons, four of a possible 92 effects were found: there were two instances of viewers responding in a sensitized manner after watching Crime Adventures, e.g., believing that sometimes burglars may be trying to get into their homes, and wanting to learn karate or kung fu. The other two items were in the opposite direction, that is, desensitization, e.g., after watching Crime, the viewers said that they had told someone how they feel inside less often in the last week, and admitted to fewer instances of hurting someone's feelings. The paucity of these effects and the lack of consistent patterning (2 sensitization, 2 desensitization), as well as the findings with Crime, Drama, and Situation Comedies, suggest that if there are effects, even temporary, they were not obtained in a study which presents actual programmes. As mentioned in the introduction, this can readily be explained by looking at the complexity of actual TV programmes and the viewing context, with the objects and aggressive materials not available and viewing the programmes with others present. We were looking at complex perceptual, emotional and cognitive effects rather than simple imitative behaviours, and found little support for their existence in children of these ages using actual TV programmes. It may be the case, however, that by presenting just one more programme in the large experience

of these children, there should be little effect of a single programme.

And it is in part for this reason that we examined further the perceptions of viewers (which contains elements of past experience) by using correlational techniques, which not only provide information regarding whether a relationship exists, but also the degree of relationship between two variables.

#### Correlations among Perceptions and Reactions to Televised Contents

An examination of Table 4, which provides the descriptive data for Phase II, as well as understanding a developmental approach to studying TV effects should indicate to the reader that the attempt to find pervasive and simple effects for viewers differing in age, background, personality and a host of other characteristics, is rather futile. However, when attempts are made to intercorrelate variables, to see the relative effects and contributions of several variables upon perceptions, attitudes and behaviours, only then can we gain a more accurate picture of the effects of TV on young viewers. In fact, the experience of the principal investigator is such that he is likely to distrust data which show simple and ubiquitous effects, to question the replicability and generalizability of such findings. Therefore, we now shall discuss some of the more complex interrelationships among the perceptions and reactions of viewers in Phase II, while and after viewing an actual TV programme. This was done by computing the correlations among 153 of the 249 variables and selecting a portion for examination. The approximately 450 significant correlations in Table 7 are particularly recommended for the serious reader to examine closely and to attempt to understand. The following description shall confine itself to the categories of effects which were listed on page 1, under the rubric of "Purpose."

Distortion of reality/images of violence. The following list highlights some of the more interesting and meaningful correlations which

show various effects upon viewers' images of violence:

(a) The happier a viewer is before viewing a programme, the greater his/her belief in criminal stereotypes (e.g., being a criminal is exciting, most killers get caught by the police).

(b) The more angry and scared a viewer is while viewing a programme: the greater his/her perceptions of victims physically retaliating, the greater the estimating of crime in Calgary (e.g., shootings, fights). The happier and more excited a viewer is while watching a programme, the lower his/her perception that the victim physically retaliated, the greater the belief that police in real-life are strong, exciting and help people and feeling safe with police.

(c) The more a viewer would like to meet the victim on the TV programme, the greater his/her estimation of the intelligence and excitingness of being a criminal in real-life.

(d) The more a viewer perceived the victim attempting to negotiate with the assailant, the lower his/her estimation of crime in Calgary.

(e) The more a viewer perceived the assailant as a family member, the greater the perception of no consequences; however when the assailant was perceived as a friend, s/he was perceived to receive various kinds of consequences, e.g., physical, legalistic.

(f) The greater a viewer perceived the assailant receiving physical consequences (e.g., killed, hit): the happier a viewer was to see these consequences, the weaker criminals were perceived in real-life, the stronger and smarter police in real-life were perceived, the less viewers believed criminals know they hurt people, the lower his/her estimation of crime in Calgary.

(g) The more viewers perceived the assailant receiving legalistic consequences: the happier and more excited the viewers felt, the more viewers believed criminals are afraid of the police, the greater the belief in



criminal stereotypes (e.g., being a criminal is exciting).

These results and others suggest that how a viewer feels before as well as during a programme influences his/her perceptions of violence during the programme and his/her estimation of violence after the programme, regardless of whether the programmes are labeled as Crime or otherwise. A viewer's perception of victims influences his/her perception of criminal stereotypes, whether police and criminals are viewed as intelligent or helpful. And the consequences and how a viewer reacts to them influence a viewer's perceptions of police in real-life and estimations of crime in the community. Although these correlations were significant, they were small--which in part shows the considerable variation among viewers in their effects, their images of violence in the community, and beliefs about police and criminals.

Aggressive attitudes and dispositions. Some of the significant correlations are listed below, according to the kinds of attitudes investigated. First, attitudes associated with guns: (a) the more viewers felt scared and angry while watching a programme, the greater their subsequent belief that parents should own a gun to protect themselves; (b) the more viewers perceive victims on TV as running away from their assailants, the greater their later interest in guns (e.g., playing with toy and real guns); (c) the greater the perception that a victim calls for help, the greater the belief that parents should own a gun to protect themselves; (d) the greater the degree to which viewers perceive assailants as friends of victims, the greater their subsequent interest in guns; (e) the happier and more excited viewers feel when the assailant receives consequences on TV, the greater their later expressed interest in owning a real gun.

Second, attitudes about use of punishment (e.g., capital punishment, use of guns by police): (a) the happier viewers are before viewing a programme, the less they believe that police should carry guns; (b) the



greater their feelings of being scared and angry while watching a programme, the weaker their belief in capital punishment; (c) the greater the perceptions of verbal or physical retaliation by victims on TV, the less they believe that "all criminals should be punished;" (d) the more viewers perceive the assailant as a friend of the victim, the less they believe that "there are just two kinds of people: the weak and the strong."

Third, suggesting aggressive solutions for conflict and violent (involving crime) situations and use of aggression in "the last week:" (a) the happier a viewer feels before watching a programme, the greater the subsequent suggestions for psychologically aggressive solutions in conflict situations; (b) the more excited a viewer feels before a programme: the less likely s/he would intervene in a violent situation and the greater likelihood of employing aggressive solutions, the greater and less use of name-calling and tattling, respectively; (c) the happier and more excited a viewer feels during a programme: the more likely s/he is to employ physical aggression in violent situations, the less likely s/he suggests psychological aggression in violent situations, and the greater use of yelling in the last week; (d) the more a viewer feels angry and scared during a programme, the more s/he reports having yelled at someone recently; (e) the more a viewer perceives the victim as showing his/her feelings when hurt, the greater the likelihood of a viewer subsequently suggesting cooperation in conflict situations; (f) the more a viewer perceives a victim on TV as calling for help: the greater the likelihood of a viewer suggesting that people should intervene in conflict situations, the more a viewer admits to name-calling, tattling, and hurting someone's feelings in the last week; (g) the more a viewer perceives the assailant as a family member, the greater the use of nonaggressive intervention in conflict situations; (h) the more a viewer perceives the assailant as a friend of the victim, the greater the likelihood of suggesting physical aggression

as a solution to conflict; (i) the greater the perception of the assailant receiving physical consequences (e.g., killed, hit), the less likely a viewer suggests psychological aggression in violent situations; (j) the more a viewer perceives psychological consequences for the assailant (e.g., guilt), the more s/he suggests psychological forms of aggression in violent situations.

The complexity and variety of these few correlations, e.g., evidence for matching subsequent solutions to conflicts with previously viewed solutions, the inverse relationship between feeling scared and belief in capital punishment, indicates once again, the difficulty of pointing out an "average" young viewer. The viewers' moods before and during a programme, their perceptions of whether a victim shows his/her feelings, and even the relationship of the victim and assailant, all determine subsequent aggressive attitudes and suggestions for solving conflict and violent situations. It would seem that, in terms of viewers' attitudes about guns, the more "helpless" a victim is perceived and the greater the emotion engendered by a programme, the greater a viewer's interest in guns for himself and/or parents.

Sensitization/Desensitization. Sensitization, which involves the increased awareness and mobilization against potential violence in one's environment, was found in many forms. Some of the findings in Phase II are as follows: (a) the degree of feeling happy and excited engendered while viewing programmes subsequently increased several items of sensitization, e.g., being afraid to go outside alone after dark, sometimes believing there is a burglar attempting to get into your house, hiding money so that someone won't steal it, sometimes believing someone is following you; (b) the greater the amount of being scared and angry during a programme, the more viewers felt that the city was a pretty dangerous place to live in, and stated that they should put away their bicycles at night so that someone

won't steal them; (c) the more viewers would like to meet the victim on TV, the more viewers were frightened in going outside alone after dark; (d) the more viewers perceived victims as running away from their assailants, the more likely they were to score highly on total sensitization (a combination of several items); (e) the greater the assailant was perceived as a friend, the more viewers subsequently admitted they sometimes thought there was a burglar trying to get into their houses; (f) the more viewers perceived the assailant as receiving physical consequences, the more they later thought about putting away their bicycles at night. Other correlations with the total desensitization score were: (a) the less viewers perceived victims as doing nothing when hurt, the greater the sensitization; (b) the more viewers perceived police in real-life as strong and exciting and believed that most robbers get caught, the greater the sensitization; (c) the more viewers suggest physical aggression as a solution to violent situations, the greater the sensitization; (d) the more viewers were victimized in the last week (e.g., being tattled on, yelled at), and score high for total feelings of victimization (a number of items reflecting being recipients of aggressive behaviours from others), the greater the sensitization; and (e) the more a person pretends being victimized (e.g., pretending being hurt when not really hurt), the greater the total sensitization score.

The findings for sensitization are somewhat more consistent and form a pattern: the greater the emotional arousal while watching a TV programme, the greater the subsequent sensitization. It should be pointed out that feelings of happiness and excitement produced more sensitization responses than did negative emotions--which is contrary to popular beliefs that only crime and frightening programmes produce sensitization reactions. Also, those characteristics which increase the relationship between the viewer and TV victim may increase the likelihood of sensitization, presumably through more empathetic responses and meaningfulness of the programme. The finding

that the greater the viewers recalled instances of being victimized, the greater the sensitization after the programme, may be an example of the chicken-or-the-egg issue: it may be the case that those who are sensitized to violence adopt victim-like behaviours, or vice versa. This issue is also related to the positive correlation between pretend victimization and sensitization; for example, perhaps those viewers who pretend to be victimized for manipulative reasons are more victimized and thus more sensitized; it may very well be the reverse. It is interesting to note that such feelings/behaviours of sensitization, victimization and pretend-victimization occur in young viewers whose average age is around 9 years!

Victimization/Rationalization. Although victimization has been mentioned previously in its relationship with sensitization, let us examine a few more correlations with victimization: (a) the more viewers perceived the assailant as a friend, the more viewers admitted to being victimized by name-calling in the last week; (b) the easier viewers thought it was to hurt others' feelings by hitting them, the greater the recalled instances of victimization of being hit and having feelings hurt. For total victimization (a composite of several instances of being the recipient of aggression in the last week), the following factors were positively correlated: believing the contents seen on TV really happen, suggesting physical aggression in violent situations, and the use of aggression in the past week toward others; while the following were negatively correlated: perceiving the assailant as receiving legalistic consequences, believing that most killers and robbers get caught by the police and believing that police in real-life are strong.

Correlations with pretend-victimization were as follows: (a) the more viewers perceived TV victims calling for help, the more viewers subsequently admitted to pretend-victimization; (b) the more viewers believed that TV contents really happen, the greater the pretend-victimization;



(c) those believing that criminals in real-life are exciting were also those who admitted to pretend-victimization; (d) believing that our city is a pretty dangerous place to live in was negatively correlated to pretend-victimization; (e) the use of nonaggressive means in violent situations, the belief that sometimes a burglar is trying to enter one's house and wanting to own a real gun were all positively related to pretend-victimization; (f) the use of aggression in the last week (hitting, yelling, name-calling, tattling and hurting feelings) were all related to the amount of pretend-victimization; (g) the greater the actual victimization, the greater the pretend-victimization.

These findings for actual and pretend-victimization appear to show that victimization and victimizing others (being aggressive) go hand-in-hand, that viewers can likely learn both kinds of behaviours quite well through actual or TV experiences--and to the degree that viewers believe the contents of TV programmes, they are more successful in being victims and pretend-victims. Factors which foster the strengthening of the roles of a victim (real or feigned) are likely to be correlated. In view of these relationships, we must be cautious about placing blame for aggression, i.e., in part, the causes of violence may be victim-precipitated. Further analyses, especially those related to age, intelligence and other individual difference variables, will clarify this relationship between aggression and victimization, which is partially an arbitrary distinction.

Before summarizing the effects and variables in Phase I, let us point out a trend which has thus far emerged. We initially discussed the effects of particular programme contents on viewers, and then attempted to understand some correlations among images of violence and aggressive attitudes; and finally, we outlined the correlations associated with issues of sensitization and victimization. As we have done so, we have progressed from        few meaningful and cohering findings in the



former two categories to more meaningful ones (for sensitization and victimization). This should not be surprising. In a culture which continually bombards its viewers with the complexities and divergencies of violence, both real and televised, socially approved and disapproved, it would be surprising to find that everyone would respond in the same manner--with so many differences of capabilities and styles and experiences abounding across people. On the other hand, in those areas where information is lacking, where the data are more subtle and thus less amenable to the vagaries and frequencies of feedback and shaping, it may be the case that patterns can be found, in the sense that our children haven't been brainwashed and exploited by or exposed and overexposed to such issues. We may be studying these effects in a virtual embryonic state of non-contamination from the media--with the implication that within a few years, these effects may also no longer be found. So it is with this bias, that in our society's naivete and lack of awareness of the complex issues surrounding the effects of TV, we shall further pursue these effects and others by examining the effects of many individual difference variables on TV perceptions and TV preferences as well as some of the effects thus far discussed. That discussion will then be followed by a discussion of the effects of these viewer variables, media characteristics, and programme preferences upon the reactions to televised contents, i.e., Phase I and Phase II intercorrelations.

#### Correlations among Variables and Effects in Phase I

An examination of Tables 2 and 3 reveals the large amount of data available for study and the literally thousands of significant correlations among the variables and effects tapped in the home interviews dealing with media characteristics, family characteristics, viewer characteristics, viewer behaviours and motives associated with TV, viewer perceptions of televised contents, viewer programmes preferences as well as some effects

such as distortion of reality, aggressive attitudes, sensitization/victimization and rationalization. The advantage of having the correlations listed in Table 3 is that it allows the interested reader to examine the correlations and to discern whatever patterns that s/he may wish to investigate. It also allows some weighting of which variables in terms of influence; for example, by merely looking up the item number associated with a particular data point, one can see all the other variables and effects associated with it (by looking at various places in the table). What we shall attempt now is to highlight some of the important clusterings of correlations, to point out the contributions of many variables to the effects of TV on young viewers--keeping in mind that the next section of the report will deal with the correlations between selected variables in Phase I and selected effects in Phase II, those effects after actually watching a TV programme.

Media characteristics. The number of working TV's in the home was positively related to the parents discouraging watching TV because the child needed to do homework and chores (this can be seen from the correlation between item 10 and items 20 and 21 in Table 3), i.e., the more TV's available, the more parents are likely to discourage watching TV for these reasons. The more TV's available: the more they use TV to keep a child quiet, use it as "background noise," the more mothers and fathers watch TV and TV violence, the greater the number of fights a viewer believes occur in Calgary, the more attractive real-life aggression (e.g., likes seeing people hurt), the more killings a viewer sees on TV, the more a viewer enjoys watching name-calling on TV, the more a child enjoys seeing violent behaviours and negative emotions on TV, the more a viewer believes s/he watches too much TV, the more a viewer watches Crime/Crime

Adventure programmes, the more they don't understand Situation Comedies and Children's programmes. On the other hand, the more TV's available in the home: the lower the judged activity level of children (item 10 negatively correlated with 129), the less happy a viewer is with parents, the less enjoyment of being frightened by TV contents, the lower the perception that homes on TV are nicer than his/hers, the less a viewer watches alone.

These correlations show that a number of working TV sets in the home produces negative or potentially negative effects, e.g., more problems in getting children to do homework and chores, more viewing and enjoyment of violence and negative emotions, less understanding of programmes aimed at children and so forth. Is the number of TV sets related to parental neglect?

Even though only 5% of the children have TV's in their bedrooms, it was found that those who do are more prone to: suggest physical and verbal aggression as solutions to problems, would like to be criminals (!), watch TV when angry with someone or want to be alone or are lonely, perceive people on TV as telling how they feel inside, believe that criminals like jail, enjoy watching violent behaviours on TV, like being scared while watching TV, watch TV while eating, enjoy watching Crime/Crime Adventure and perceive the victims as being hurt by physical but not psychological means. The most striking correlations here are those which indicate that the viewers believe criminals enjoy jail and actually wish to be criminals--which suggests that the availability of the TV in the bedroom (with all its implications) may desensitize and perhaps encourage criminal tendencies. Of course, this must be tempered by asking the question whether it is the presence of the TV in the bedroom, or the family milieu and reasons for the TV in the bedroom.

The availability of cable TV (11 stations vs. 3 stations without cable) produced dozens of correlations, some of which are that homes which

have cable TV have viewers who are more likely to: be encouraged to watch TV in order to relieve boredom, have parents who watch with the children, have the TV on as "background noise," have mothers who watch TV and TV aggression a lot (but not fathers), viewers who would like to see a real bank robbery, have many reasons for watching TV, use TV as the major source of learning (compared to books and other people), have positive feelings while watching their favourite programmes, like "fast" programmes, enjoy watching violent behaviours and negative emotions (but not prosocial behaviours), believe that homes and friends seen on TV are more attractive than their own (negative self-evaluation), recall past transgressions through being reminded by events seen on TV, watch more and enjoy more Crime/Crime Adventure and Situation Comedies but less for Children's programmes. These correlations show some beneficial and potentially problematic effects of having cable TV in the home.

Family characteristics/parental behaviours. The number of children in the home influenced several variables; that is, the more children in the home: the more conflict arose concerning which programmes would be watched, the more children watched together, the more use of aggression in the last week, the more prosocial behaviours they see in real-life, the higher their estimation of crime in Calgary, the more they use their parents as sources of information (as opposed to books and TV), the more TV contents remind them of past transgressions, the more they perceive victims on Crime/Crime Adventure programmes, the less they understand why people get hurt in Situation Comedies and Children's programmes, the less aggression the parents watch on TV, the lower the activity level of the children, the less they discuss TV contents with their parents. These correlations are basically what would be expected as the number of children in a family increases, especially in terms of the availability of others and limitation of time of parents.

The socio-economic status of parents was one of the least influential variables (in terms of number of significant correlations) in the whole project. The lower the socio-economic status: the more the encouragement of TV watching to relieve boredom, the more mother watches TV aggression, the more a child would like to be a policeman/woman, the more a viewer perceived people psychologically hurt in Situation Comedies, the less a viewer enjoys watching negative emotions on TV, the less a viewer perceived homes on TV as nicer than his/her own (defensive perception?). To account for the paucity of SES correlations, one should keep in mind that the City of Calgary is relatively new, the class rigidity is practically nonexistent (compared with most comparable cities in eastern Canada) and affluent.

The marital status of parents produced a few correlations. Having the parents married resulted in: parents encouraging TV watching in order to remind children of favourite programmes or to discuss things seen on TV or to relieve boredom of children, mother watching more TV and TV violence, their children suggesting constructive (nonaggressive) solutions to problems (and avoiding aggressive solutions), children seeing indirect aggression in real-life, viewers feeling happy when watching favourite programme, avoiding scary contents on TV, talking to parents about TV contents, preferring the volume loud, use of rationalization (viewer blaming TV for transgressions), being upset about some things seen on TV. Of note are two findings: first, the viewers suggesting constructive and avoiding aggressive solutions to problems when the parents are together and the use of rationalization (there are few correlations with rationalization). The latter may be due to increased opportunities for learning such a strategy and resolving conflicts when both parents are present in the home.

The positiveness and warmth of the parent-child relationship was found to result in: a greater estimation of shootings and robberies in Calgary, greater attractiveness of seeing people tell how they feel inside



in real-life (with greater unattractiveness of seeing people scared and hurt in real-life), perceiving people on TV as resolving problems by physical and verbal aggression, viewers talking to parents about what is seen on TV, not believing that kids on TV are happier than themselves, increased ability to guess next events occurring in TV programmes, viewers recalling past transgressions when watching TV, viewers watching and enjoying more Situation Comedies and failing to recognize persons hurt in Drama.

The amount of parental discouragement for watching TV was related to the number of programmes which parents felt inappropriate for children (especially violent programmes), and corresponded with the mother's and father's avoidance of violent programmes in their own TV-watching. The more parents discouraged their child's TV-watching: the less aggression the child used in the last week and fewer suggested aggression as solutions to problems, the happier and excited the child is when with parents and alone, the lower the child's estimation of shootings in Calgary, the more attractive seeing people ignoring one another in real-life, the more use of books for information, the more a viewer perceives consequences for criminals on TV, the more things which frighten him/her, the more a viewer talks to friends about what is seen on TV, the less a viewer dreams about (including nightmares) TV contents, the less a viewer is upset by what is seen on TV and the less watching of Crime/Crime Adventure programmes. As we can see, parental discouragements have the expected results, i.e., less watching of crime and violence, more use of books, happier and more social children, more emotionally responsive but less aggressive children, sensitivity to consequences for criminals and fewer traces of violence which might occur in dreams and nightmares. These children would appear "well-adjusted."

On the other hand, parental encouragement of watching TV entered into relatively few correlations. The more parents urged their children to watch

TV: the more the children were rated as extroverted, the fewer aggressive solutions viewers suggested for problems, and less actual aggression in the last week, the less afraid and angry the children were with parents and when alone but the colder the relationship with parents, the more viewers watched TV when angry with someone, the less use of friends as sources of information and more use of TV, the more viewers talked with their parents about TV contents, and the more viewers watched with their parents.

Another parental influence is parental modeling of programme preferences, and specifically, the amount of violence watched (Sports, Crime, Crime Adventure and Adult Situation Comedies). The more the mother watched violence: the more viewers used aggression in the last week (including verbal aggression and suggesting aggressive solutions to problems), the greater the estimation of shootings in Calgary, the more viewers would like to see a real bank robbery, the lower the sensitization score (i.e., desensitization related to mother's viewing of aggression), the more viewers perceived female TV characters as smarter, more exciting, hurt people more, happier, helps people more than males (the assumed measure of sexual stereotyping); the less viewers saw physical aggression as a solution to problems on TV, the more nonaggressive characteristics viewers perceived in TV characters, the fewer negative emotions enjoyed on TV but enjoying prosocial behaviours on TV, the lower the belief that kids on TV have more things than the viewers, the more often and more enjoyment associated with watching Crime/Crime Adventure and enjoyment of Situation Comedies, the greater the perception of psychological means of aggression in Situation Comedies.

The identical analyses using the same measure of watching violence by the father yielded considerably fewer correlations--the more the father watched violence: the greater the estimation of shootings in Calgary, the greater the sexual stereotyping of female TV characters, the fewer instances of indirect aggression perceived on TV but the more constructive solutions

on TV, the fewer aggressive characteristics perceived in TV characters, the less often viewers dream about TV contents, the more viewers rationalize their aggression (blaming TV), the less Crime/Crime Adventure and Drama watched.

It would appear that the mother's viewing of aggression has more influence upon her children's aggression and desensitization than the father's. It is interesting to note that both the mother's and father's TV viewing is related to sexual stereotypes, perhaps through the parents own selectivity of programmes which exposes children to these stereotypes. Similarly, the parents choice of programmes resulted in their children seeing fewer aggressive characteristics of people on TV even though the modeling of parental preferences was aggressive contents; is it possible that children are in some way sensitized to forms of violence (note the correlation with perceived psychological means on TV), and then more closely attend to non-aggressive characters? And finally, it is interesting that the mothers' greater watching of TV is not simply due to more nonaggressive contents, but of aggressive contents; she watches more different kinds of aggression as well as more aggression than the father (at least according to the scoring methods we employed)--which is contrary to popular beliefs that males watch more than females. This is particularly surprising since we included sports in the aggressive programmes category!

A final family/parental characteristic is the use of TV as "background noise." The more the TV was on: the more mother watched TV and TV violence (this was not true for the father), the greater the activity level of the children, the more introverted the children, the more use of aggression and aggressive solutions to problems in the viewers (children), the more unhappy and less excited the children are with parents, the greater the estimation of fights in Calgary, the fewer the social motives for watching TV, the less enjoyment of watching people help each other on TV, the

greater the negative comparisons between TV homes and characters and themselves (e.g., homes on TV are nicer, kids on TV are happier), the more the viewer is upset by violent themes on TV. These findings generally coincide with those expected from a degree of parental neglect of children, especially in terms of greater withdrawal and heightened activity level of the children.

Viewer characteristics/behaviours/motives. Birth order was correlated with a few variables, but it should be kept in mind that birth order is perforce correlated with family size; and at this juncture, we do not know which contributes to these correlations. But in this vein, we shall mention a few of the correlations which occurred with birth order that did not show up in the analysis of family size. The more later-born (e.g., 3rd as opposed to 2nd) a viewer: the more confused s/he feels with parents, the more a viewer watches TV when lonely, the less a viewer uses books for information, the more a viewer sees problems on TV solved by physical aggression, the more a viewer sees plenty of robberies, fights, and killings on TV, the more a viewer avoids frightening contents on TV, the less s/he watches with parents, the softer the volume desired on TV, the more s/he watches Situation Comedies.

Sex of viewers was correlated with some variables; being a female viewer resulted in: fewer discouragements for watching TV, being rated as lower in activity level and higher in introversion. A female viewer: is more likely to suggest passive aggressive solutions to problems but less likely to suggest physical aggression, have a warm relationship with her parents, estimates greater amount of shootings and robberies in Calgary and positively views being chased by the police, finds it unattractive to see people hurt in real-life, uses her parents as a source for information, has a female TV character as her favourite, perceives physical aggression not used as a solution to problems on TV, but does see passive aggression



as a solution, less likely to perceive consequences to criminals on TV, avoids "fast" programmes, perceives criminals as repeating crimes (as opposed to rehabilitation), does not enjoy watching violent behaviours on TV, has a large number of things which frighten her on TV and avoids them in numerous ways, less likely to watch TV alone, avoids rationalizing behaviours by blaming TV, and watches more Situation Comedies but avoids Crime/Crime Adventures. These correlations fit the usual sex-typing literature and the presentation in the introduction which argued that female viewers would be more likely to use and perceive passive aggression than overt physical aggression as a means to conflict solution.

The most influential individual difference variable in the project was the age of viewers; hundreds of correlations were found--of which only a portion are presented in Table 3. The older the viewers: the more they watch TV with their parents; the fewer the aggressive programmes parents feel are inappropriate, the less parents encourage TV watching (especially to keep children quiet or to relieve boredom). The lower their activity levels and the greater their introversion, the greater the suggestions for verbal aggression as a solution to problems but avoiding suggesting indirect aggression, the greater the use of verbal aggression in the past week, the more positive their relationships with parents, the greater the likelihood of having seen verbal, passive and indirect aggression in real-life, the more attractive criminal activities are (e.g., would like to stay in jail, rob a bank), the more attractive real-life aggression is to watch, the more sensitization that has occurred, the more and varied the motives for watching TV, the greater the use of books for information, the more female stereotypes they perceive on TV, the less confused they are when watching their favourite TV programmes and programmes in general, the more physical and verbal aggressive solutions perceived on TV but the fewer indirect aggressive and constructive solutions, the more aggressive and nonaggressive



characteristics they perceive in TV characters, the greater the number of crimes seen on TV, the more enjoyment they derive from watching violent behaviours and negative emotions on TV, the fewer ways they use to avoid frightening contents on TV, the more different emotions they like to experience while watching TV (e.g., scared, sadness, upset), the more they talk with friends about what they've seen on TV, the less they think that kids on TV have more friends and are happier than themselves, the more likely they are to do homework while watching TV, the better they can guess the next events in a TV programme, the more they recall past transgressions while watching TV, the louder they prefer the volume, the more they perceive people getting physically hurt on Crime/Crime Adventure programmes, the more often and with more enjoyment they watch Situation Comedies and recognize physical as well as psychological forms of aggression and make judgments about the motives of the assailants, the more they avoid Children's programmes and Drama.

The majority of these correlations are consistent with the greater cognitive abilities and experiences of children as they mature and age. They are also consistent with the view that in order to understand the effects of TV on a viewer, the age of the viewer is an important determiner in knowing what s/he perceives, what preferences s/he has in watching TV contents, his/her complexity of motives and emotions associated with TV watching.

The grades (marks, achievements) in school, as reported by their parents, had considerable influence upon viewers' behaviours and preferences associated with TV. The higher the viewers' grades in school: the fewer aggressive programmes which parents felt were inappropriate for their children, the less TV their mothers watched, the lower their activity levels, the less they suggested indirect aggression as a solution to problems, the less they would like to be policemen/women, the happier they are

with their parents, the more they've seen verbal, passive and indirect aggression in real-life as well as prosocial behaviours, the less attractive it would be to see a real bank robbery, the greater the attractiveness of seeing people tell each other how they feel inside in real-life, the greater the sensitization, the less they watch TV when sad but more to avoid homework, the more they use books for information, the more they recognize that police on TV get hurt, hurt people, and make mistakes; the less afraid when watching their favourite programmes, the more they perceive verbal aggression as a solution to problems on TV, the more they perceive aggressive and nonaggressive characteristics in TV characters, the greater the number of robberies and killings seen on TV, the more they like "fast" programmes, the more they enjoy watching negative emotions on TV, the more they like being excited while watching TV, the more they talk with their friends about TV contents, the more they watch TV by themselves and doing homework, the more instances of recalling past transgressions while watching TV, the greater their preference for louder volume, the greater they rationalize their behaviour by blaming TV, the fewer they dream and have nightmares about TV contents, the more often they watch Crime/Crime Adventure and Situation Comedies but avoid Children's programmes and Drama, the more they perceive victims in Crime/Crime Adventure and physical means of violence, the greater their perception of psychological forms of aggression in Situation Comedies.

In general, these findings support the notion that children with higher grades are less aggressive, more sensitive to various forms of aggression--and as a result, are likely to be sensitized. They recognize stereotyping in police and probably become excited and gain emotional and intellectual satisfaction from watching emotional displays on TV. Nevertheless, they prefer watching programmes which have various kinds of violence, but do not translate these preferences into aggressive behaviours. Such findings

argue strongly for knowledge of individual differences, since in this case, the brighter person does not conform to the stereotype that "seeing is imitating."

Several findings have already been reported concerning the activity level of viewers and its relation to other variables; we shall report additional correlations here. The greater the activity level of viewers: the more extroverted they are judged, the more physically aggressive solutions they suggest to problems, the greater they desire to be policemen/women, the greater their use of aggression in the last week and suggestions of aggression as solutions to problems, the more afraid and angry they are with parents and alone, the fewer passive and indirect forms of aggression and prosocial behaviours seen in real-life, the more attractive seeing people hurt and their feelings hurt in real-life, the greater they use pretend-victimization, the greater they watch TV when sad, and the more motives for watching TV, the less use of books and parents for information but greater use of friends and TV for information, the less they perceive verbal aggression as a solution on TV, the less they perceive people helping each other on TV, the fewer nonaggressive characteristics they see in TV characters, the more they enjoy watching fighting on TV, the less they are able to guess next events on TV programmes, the less likely they are to dream about TV contents, the more they believe they learn violent behaviours that they shouldn't from TV, the more they perceive physical aggression in Drama.

These findings with higher active children are rather consistently negative, e.g., they are more aggressive and use pretend-victimization, they depend more upon TV and friends than books and parents. However, there is little to suggest that these are related to TV-viewing and preferences, i.e., they don't prefer violent programmes nor watch them. It would seem that they are fairly independent of TV effects since it is likely that they produce their own stimulation and interests.

A final viewer characteristic is one of introversion-extroversion.

Although some findings have already been reported, a few more were found, some of which are presented here. The greater the extroversion of viewers: the more they would like to be policemen/women, the fewer aggressive solutions to problems suggested, the less angry and afraid they are when with parents and alone, the less attractive it is to be chased by the police, the less use of books and friends for information, the more friends they have, the more they perceive people on TV as talking a lot and tattling, the fewer killings they've seen on TV, the greater their perception of consequences for criminals on TV, the less they enjoy watching violent behaviours on TV, the more they watch TV alone and while eating, the worse their ability to guess next events on TV programmes, the more they believe they learn violent behaviours from TV, the less they understand the motives of assailants while watching TV, the more they enjoy children's programmes. As a viewer's extroversion increases, we find that they are more sensitive to the consequences of criminals, suggest fewer aggressive solutions, and are particularly sensitive to the verbal interactions of TV characters. These findings support the notion that extroverts are more likely to be sensitized to social cues emitted by others and to guide their own behaviours accordingly. On the other hand, the lack of many correlations suggests that introversion-extroversion is but a small influence in the fabric of TV influences and individual differences associated with these influences.

The next few pages of results will detail the aggressive dispositions/behaviours of viewers and their relations to TV perceptions and preferences and the effects of TV. The more viewers suggested physical aggression as a solution to problems: the more they wanted to be criminals, the more use of actual aggression in the last week and the greater the overall aggressive tendencies (suggestions and usage), the greater the attractiveness of seeing a real bank robbery, the greater overall attractiveness of aggression



in real-life (like to see many different kinds), the greater the pretend-victimization, the less use of books for information, the fewer having female favourite characters on TV, the more viewers perceived physical aggression on TV as a solution to problems, the fewer aggressive and nonaggressive characteristics perceived in TV characters, the greater the enjoyment of watching violent behaviours on TV while not enjoying watching prosocial behaviours on TV, the fewer things frighten them on TV, the fewer emotions experienced while watching TV, the more they perceive kids on TV as having more friends, the more they recall instances of past transgressions while watching TV, the more they believe they have learned violent behaviours from TV, the less they are upset by watching violent themes on TV, the more they enjoy Crime/Crime Adventure, Children's programmes and Drama; and the more they watched Children's programmes and Drama, the more they perceived people hurt on Children's programmes and through physical means.

To characterize the viewers who suggest physical aggression as a solution to problems: they enjoy violent programmes and even perceive violence in Children's programmes; real-life aggression is also attractive to them and they know how to pretend being a victim; they enjoy TV violence but avoid prosocial behaviours on TV; they are "tough" in claiming things don't frighten them and this may be due to being emotionally "flat" (do not experience emotions); and they readily admit they learn violent behaviours from TV.

The viewers who suggest verbal aggression are characterized by these correlations: would like to be criminals and avoid suggesting constructive solutions to problems, their overall aggressive tendencies (usage and suggestions) are high, they have seen verbal and passive aggression in real-life but have a low estimation of the number of shootings in Calgary; they have a greater overall attractiveness of aggression in real-life as well as high pretend-victimization scores. The more viewers suggest verbal aggres-



sion as solutions: the more they watch TV to be alone, to avoid homework and chores and when bored, the more their favourite TV characters are male, the more they perceive police on TV as getting hurt, hurting people and making mistakes; the more they perceive criminals on TV as strong and exciting, the more they see verbal aggression as a solution to problems on TV, the more they perceive aggressive and nonaggressive characteristics of people on TV, the more killings they perceive on TV, the greater their perception of consequences to criminals on TV, the more they perceive criminals liking jail, the more they like "fast" programmes, the more they enjoy watching violent behaviours and negative emotions on TV, the more they avoid being frightened when watching TV, the more emotions experienced while watching TV, the more they have dreams about TV contents, the more they get upset about violent themes on TV, the more they watch Situation Comedies but avoid Drama, the more they enjoy Situation Comedies but don't enjoy Children's programmes.

The picture of viewers who prefer verbally aggressive solutions is quite different than that of viewers preferring physical aggression in terms of style. Although they too would like to be criminals and find and use aggression as attractive and can pretend victimization, their perceptions of police and criminals on TV fit stereotypes; and because of their preference over verbal modes of dealing, they have a greater capacity to perceive and label many aggressive and nonaggressive characteristics in others. They perceive consequences and feel emotions and relish these emotions (while the physically aggressive do not); violence permeates their dreams. However, they do not prefer or particularly enjoy watching violence on TV (although one can assume they watch these because of their answers to TV contents). One could argue that they would not admit to their interest and preference for violent programmes. Nevertheless, these viewers are sensitive to others; but more importantly, they may enjoy being

manipulative. But again, we see the problem of attempting to correlate aggression with what or how much they enjoy violence on TV; these viewers apparently do not, while those preferring physically aggressive solutions do.

The more viewers suggest passive aggressive solutions to problems: the fewer constructive solutions, the warmer the parent-child relationship, the less indirect-aggression they've seen in real-life, the more female stereotypes they adhere to, the more physical and passive aggression they perceive as solutions to problems on TV, the more overall aggressive solutions seen on TV and fewer constructive solutions, the more robberies and killings they've seen on TV, the more they talk to their friends about TV contents, the less inclined they are to believe kids and homes on TV are nicer than theirs, the less they watch TV alone or while eating, the more they watch and enjoy Situation Comedies and Drama. Again, these viewers are quite different from the previous two types; these do not have the many correlations with the use of aggression, attractiveness of aggression and criminal activities. They have social contacts. It would be an exaggeration to label these viewers as "aggressive" while the first two types, those using physical and verbal suggestions for problem-solving clearly are.

An examination of Table 3 reveals one of the unique means by which we can compare the effects of variables: the viewers who suggested indirect aggression have many more negative correlations with the same potential number of items than the other viewers; this will soon be evident and requires another classification or typology of aggressive viewer. The more viewers suggested indirect aggression as a solution for problems: the fewer constructive solutions they gave, the less they saw verbal, passive and indirect forms of aggression in real-life, the less attractive seeing people helping each other and telling how they feel inside in real-

life, the greater the desensitization (or less the sensitization), the more they watched TV when angry with someone or to avoid homework or when bored, the less they used books or TV for information but the more they used their parents for information, the more sexual stereotypic responses they gave, the less they perceived police on TV as exciting, getting hurt, hurting people and making mistakes; the less they perceived physical aggression but the more indirect aggression as solution on TV, the less they perceived aggressive characteristics in TV characters, the less their perception of robberies, fights and killings on TV; the less they perceived criminals as liking jail, the less they enjoyed watching violent behaviours on TV, the fewer emotions they experienced while watching TV, the fewer friends they had, the more they denied recalling past transgressions while viewing TV, the softer the TV volume they preferred, the less they watched Crime/Crime Adventure, Situation Comedies (they deny any enjoyment from the latter), the fewer victims they perceived in Crime/Crime Adventure, the more they enjoyed watching Children's programmes. The basic style of these viewers is one of rejection, of denying, of hiding feelings--which will probably result in fewer socialization experiences. One cannot know whether this style is due to TV since their responses cannot be further analysed to determine whether they are denying their interest in TV violence or whether they just aren't interested. The hunch of the principal investigator is that their aggressiveness is from their environment rather than TV; their subtlety of aggression is basically a denial of being aggressive (as mentioned in the introduction) and the instances of modeled indirect aggression in the media are relatively few, thus difficult to believe that so few instances could produce so many negative correlations in this type of aggressive viewer.

Now that we have examined those viewers who gave aggressive solutions to problems, let us examine the viewers who gave constructive solutions to

problems posed to them. The more the viewers gave constructive (nonaggressive) solutions: the less actual aggression they used in the last week, the less afraid and angry they are with parents and when alone, the more overall attractiveness of criminal activities but the less overall attractiveness of real-life forms of aggression, the less they watch TV to avoid homework, the more they use books as sources of information, the more they perceive police on TV as unhappy, getting hurt and hurting people; the more constructive solutions to problems they perceive on TV, the lower their perceptions of killings on TV, the more they enjoy people being friendly on TV, the more they watch TV alone, the more they can guess next events on TV programmes, the greater the TV volume they prefer, the less they enjoy Crime/Crime Adventure programmes, the more they perceive physical violence on Crime/Crime Adventure, the more they perceive personal/"selfish" motives for aggression on Crime/Crime Adventure and Situation Comedies. There is little patterning among these correlations, but they do show considerably fewer correlations with watching and behaving aggressively as well as being sensitive to the motives concerning why people get hurt on TV.

Another measure of aggressiveness of viewers is their actual use in the past week (to the degree that children respond openly); the more aggression children reported using in the last week: the more unhappy they are with their parents and when alone, the more they are afraid and angry with their parents, the less their parents understand them, the more they perceive passive aggression in real-life, the greater their estimation of robberies and fights in Calgary, the more attractive seeing real-life aggression is, the greater their pretend-victimization, the more they watch TV to avoid homework and chores, the more they use friends as sources of information, the more they perceive people on TV understanding each other and telling how they feel inside, the greater their overall perception of crime on TV, the greater the enjoyment for watching negative



emotions on TV, the more they talk to their friends about TV contents, the greater the negative evaluations of self and home compared with kids on TV, the more instances of recalling past transgressions while watching TV, the greater their preference for loud TV volume, the greater the tendency to rationalize behaviours by blaming TV, the more nightmares about TV contents, the more they watch and enjoy Crime/Crime Adventure and perceive physical means of violence, the more they watch Drama. In many ways, these viewers are like those suggesting physical aggression as solutions (the two variables are correlated). However, the main difference is that these viewers are not emotionally flat; they are average and susceptible to socialization experiences. Although they prefer and enjoy TV violence, it is not known whether this preference is the cause or the effect of their actual use of aggression.

Before leaving this section on viewer characteristics, suffice it to say that the correlations between the different kinds of aggressive viewers and their motives for watching, their programme preferences and other variables which have been reported to influence them, do not give us "cause-and-effect" relationships; they do give data concerning the complexity and their mutual influences upon one another, and allow the assessment of past experiences and the viewer's impressions of these experiences as well as contemporaneous influences.

Viewer perceptions of TV contents and programme preferences. We shall begin our description of what viewers perceive on TV (we have already reported numerous correlations between viewer characteristics and perceptions of TV contents) by examining the correlations between the amount and enjoyment of viewing violent contents to viewers' perceptions of violence, the means of violence, and the perceived motives of assailants for violence.

Amount of Viewing Crime/Crime Adventure. The more viewers watched Crime/Crime Adventure: the more victims they perceived (i.e., someone



getting hurt) but the means were only physical (not psychological); the more the reasons for violence were judged emotionally (e.g., assailant was angry) or through labeling (e.g., he was a criminal).

Enjoyment of Crime/Crime Adventure. The more viewers enjoyed Crime/Crime Adventure: the more victims they perceived but hurt by physical means only.

Perception of victims for Crime/Crime Adventure. The more victims perceived: the more physical means perceived, the more reasons were judged emotionally and through labeling, the more the motives of assailants were judged personal/"selfish" (e.g., personal gain), the more victims were hurt accidentally (e.g., unintentionally).

Amount of Viewing Situation Comedies. The more viewers watched: the more they enjoyed, the more victims were perceived via physical means, the more the emotional and accidental justification.

Enjoyment of Situation Comedies. The more viewers enjoyed: the more the perception of physical means of violence.

Perception of victims for Situation Comedies. The more victims perceived: the more physical and psychological means were perceived, the more emotional, personal/"selfish" and accidental reasons perceived for violence.

Amount and enjoyment of viewing Children's programmes. The more viewers watched or enjoyed: the more they enjoyed, the more victims they perceived receiving physical forms of violence, the more accidental justifications.

Perception of victims for Children's programmes. The more victims perceived: the more physical means, the more emotional, personal and accidental justifications.

Amount and enjoyment of viewing Drama. The more they watched or enjoyed: the more physical means of violence were perceived for the victims.

Perception of victims in Drama. The more victims perceived: the more physical and psychological means were perceived, the more emotional and

accidental justifications (but not personal).

From these correlations, we see that viewing every kind of programme leads to perceptions of victims; however, the means of violence differ-- Crime/Crime Adventure and Children's programmes have physical forms of violence, while Situation Comedies and Drama have both physical and psychological forms of violence. On the other hand, the motives of assailants or justifications also differed across programme kinds: for Crime/Crime Adventure, Situation Comedies and Children's programmes, all three motives were perceived (emotional, personal and accidental); while for Drama, only the former and latter. Therefore, viewers' perceptions of the forms of violence and the motives do vary across kinds of programmes.

One avenue of assessing viewers' perceptions of TV contents is to examine the correlations associated with solutions to problems as perceived by viewers when watching TV. The more viewers perceive physical aggression on TV as solutions for problems presented on TV: the greater the amount of crime seen on TV, the more viewers enjoy watching violent behaviors on TV and dislike watching prosocial behaviours, the more viewers claim being upset by violent themes on TV. The more viewers perceive verbal aggression as solutions presented on TV: the more viewers perceive aggressive and non-aggressive characteristics of TV characters, the more viewers perceive criminals liking jail, the more viewers enjoy watching negative emotions on TV, the more viewers talk to friends about TV contents, the more viewers can guess the next events on TV programmes, the more viewers recall past transgressions while watching TV, the more viewers watch Crime/Crime Adventure and Situation Comedies and perceive victims in both. The more viewers perceive passive aggression as solutions on TV: the more viewers recalled instances of past transgressions, the fewer the negative comparisons between TV homes and kids and themselves, the greater the perceptions of psychological means of violence in Crime/Crime Adventure programmes.

The more viewers perceive indirect aggression on TV as a solution to problems: the less viewers talk with friends about TV contents, the more negative comparisons between TV homes and kids and themselves, the less Crime/Crime Adventure and Situation Comedies watched but the more Children's programmes and Drama watched and enjoyed. The more viewers perceived constructive solutions on TV for problems: the less crime perceived on TV, the more ways viewers try to avoid frightening TV contents, the more negative comparisons between homes and kids on TV and themselves, the less they dream about TV contents, the less they watch and enjoy Situation Comedies. It would seem that physical and verbal aggression as solutions presented on TV are related to viewing and liking violent contents, while passive and indirect forms are less influenced by programme preferences, although each form of violence used by viewers is positively correlated with having seen it on TV or in real-life.

The total amount of crime perceived on TV (robberies, fights, and killings) was positively correlated with viewers' perceptions of consequences for criminals on TV, enjoyment of watching violent behaviours on TV, and negatively correlated with ways to avoid frightening TV contents, and talking to parents about TV contents. The greater the amount of crime perceived on TV: the more viewers liked being scared while watching, the more emotions experienced while watching, the more viewers dream about TV contents, and the more viewers watch and enjoy Crime/Crime Adventure programmes and perceive victims hurt by physical means. And the more that viewers perceive consequences for criminals on TV programmes: the more viewers like being excited while watching TV, the more viewers believe they learn things they shouldn't by watching TV. These correlations and others show that an important ingredient in perceptions of crime and their consequences are influenced by the emotions generated or anticipated by viewers. It would seem that viewers watch crime for excitement and

emotional arousal and these leave residues in the form of dreams. It may also indicate that viewers who have learned not to avoid crime and frightening contents on TV, may estimate or overestimate the violence they think they've seen on TV.

Two other kinds of perceptions were investigated: whether viewers perceive criminals as liking jail and whether rehabilitation of criminals occurs--and whether these perceptions are related to viewers' TV preferences. The former perception was found to be significantly correlated to viewers' enjoyment of Crime/Crime Adventure programmes and their perception of victims in these programmes, especially through psychological means. Similarly, the greater the perception of rehabilitation of criminals (e.g., through going to school or getting a job) is positively related to viewers watching Crime/Crime Adventure programmes. Thus, we have a classic case of different effects of viewing Crime/Crime Adventure programmes: on the one hand, such programmes erroneously create the impression that criminals enjoy going to jail; while on the other, they give the impression that criminals are rehabilitated. Both are distortions, but the latter gives an unrealistic view of our penal system.

#### Effects of viewing TV

We have already discussed several correlations between variables and certain effects of viewing TV such as sensitization, desensitization, images of violence, victimization, and rationalization. Before we provide additional correlations, it should be noted that the distinction between effects and perceptions is often arbitrarily made. That is, do the perceptions of TV contents produce the effects, are the perceptions themselves effects, and/or do the effects occur and the viewers later change their perceptions to fit the effects? Of course, without systematic and longitudinal research we cannot answer this question, but we can gain enough information so that the next serious attempt at determining causal



factors and processes can further refine and explicate these relationships.

The amount of sensitization in viewers entered into several correlations. The greater the sensitization: the more often viewers watch TV when sad or lonely and want to be alone, the more viewers use TV as their source for information, the unhappier they have been recently, the more viewers perceive verbal, passive and indirect aggression on TV as a solution to problems, the more viewers perceive aggressive characteristics in TV characters, the more robberies viewers perceive on TV, the more viewers perceive criminals like going to jail, the more viewers claim to have seen children spanked on TV, the more viewers enjoy watching people help each other and being friendly on TV, the more things which frighten viewers on TV, the more ways a viewer avoids being frightened by TV contents, the more viewers have negative comparisons between homes and kids on TV and themselves, the more viewers watch TV alone and with friends and while doing homework, the better able viewers are in guessing the next events in a programme, the more viewers recall past transgressions while watching TV, the more viewers have nightmares about TV contents, the more viewers believe they learn things on TV they shouldn't, the more viewers perceive victims in Crime/Crime Adventure programmes (but have no preferences for these programmes), the more Situation Comedies they watch and perceive victims who receive physical and psychological forms of violence. As the reader can readily see, the correlated items are a mixture of motives, moods, observation of different kinds of aggression, enjoyment of prosocial behaviours, being frightened and possibly feelings of guilt, and having behaviours which prevent desensitization (avoids frightening TV contents) and sensitivity to victimization by both physical and psychological means. Further analyses of sensitization will be carried out when comparing correlations between data from Phases I and II.

The amount of pretend-victimization has been previously correlated



with individual difference variables and others, but let us add several more to help us understand the factors which may contribute to the processes and results of such behaviours. The more viewers pretend victimization: the greater their sensitization, the more often viewers watch TV when sad, want to be alone, lonely and bored: the more viewers use friends and TV as sources of information and avoid parents for information, the more viewers have males as favourite TV characters; the more viewers feel positive and negative feelings while watching favourite programmes, the more programmes viewers do not understand, the more viewers perceive physical and indirect aggression as solutions to problems on TV, the more viewers perceive aggressive characteristics in TV characters, the more viewers perceive consequences for criminals on TV, the more viewers enjoy watching violent behaviours and negative emotions on TV, the more things which frighten them on TV, the more ways viewers use to avoid frightening TV contents, the more they talk to their parents and friends about TV contents, the more emotions viewers feel while watching TV, the more viewers watch alone and with friends and while doing homework, the more they recall past transgressions while watching TV, the more viewers rationalize their behaviours by blaming TV, the more viewers dream (including nightmares) about TV contents, the more viewers believe they learn things on TV they shouldn't (especially violent themes), and the more they perceive victims hurt by physical means on Crime/Crime Adventure programmes and enjoy watching Situation Comedies, the more viewers perceive victims in Situation Comedies, Children's programmes and Drama.

These findings suggest that in order to pretend victimization, viewers need to have a rich emotional life (e.g., feel what others feel and show feelings), must perceive aggressive features in others, be sensitized to violence, and know they can rationalize their behaviours if need be, and are sensitive to victimization of all kinds in TV programmes.

Rationalization, or blaming TV for behaviours, has been discussed under several rubrics, e.g., pretend-victimization, viewer characteristics. Let us just add a few correlations and later characterize the rationalizer (after we examine the correlations between Phases I and II). The more viewers rationalize their behaviour: the more they state that they learn things they shouldn't from TV, especially violent themes (this is, in fact, the reason they give to others!), the more they perceive victims in Crime/Crime Adventure programmes as well as recognize physical and psychological forms of violence and personal/"selfish" motives for assailants.

Having nightmares about TV contents is positively related to the viewers believing that they see things on TV that they shouldn't learn about, especially violence; and being upset when seeing violence on TV. These nightmares are significantly related to the amount of Crime/Crime Adventure, Children's programmes and Drama watched (but not Situation Comedies).

#### Correlations among Variables in Phase I and Effects in Phase II

One of the purposes of Phase II was to potentiate the possible effects of TV compared with those reported by viewers in Phase I. That is, although correlations were expected between viewer characteristics and effects such as sensitization and pretend-victimization in Phase I (home interviews), the presentation of actual TV programmes (in Phase II) was expected to increase these effects, thereby allowing correlation of viewer characteristics (and other variables) with the effects of actual programmes. Second, a potential problem in correlating the variables and effects within Phase I was that in the home interviews, some viewers may wish to appear consistent and/or give answers they believe are expected. Therefore, by increasing the period of time between assessment of variables and the effects of actual TV programmes (regardless of which programmes they watched), we may compare the strength and durability of these variables. That is, if the

same variables are correlated in the same way (direction) to effects in Phases I and II, this offers evidence that these variables have substantial impact on the effects of TV (children's impressions as well as actual influences).

Images of violence. The more victims viewers perceive as hurt in Phase II (see Table 8 ): the greater the sensitization score in Phase I, the less parents encourage TV watching, the lower the perception of crime on TV, the less enjoyment of watching prosocial behaviours on TV, the fewer negative evaluations of themselves compared with kids and homes on TV, the less they enjoyed watching Crime/Crime Adventure programmes, the more they perceived psychological aggression in Situation Comedies, the more they watched Drama.

The more viewers perceived victims as showing feelings (e.g., pain, grief): the more children there were in the family, the less TV was used as "background noise," the more attractive criminal activities were perceived (e.g., would like to stay in jail, try to rob a store), the less they perceived criminals as liking jail, the less they believe in rehabilitation of criminals, the more they perceive victims being hurt physically, the more they perceive psychological aggression in Situation Comedies, the less physical aggression they perceive in Drama.

The more viewers perceived victims as attempting to reconcile and discuss the conflict: the less parents encourage TV watching, the more introverted the viewers, the greater the viewers' abilities to guess up-coming events in TV programmes, the more Situation Comedies they watch, the greater their perception of psychological aggression in Situation Comedies and Drama.

The more viewers perceived victims as verbally retaliating: the more later-born the viewer, the more viewers suggest aggressive solutions to problems, the more attractive criminal activities were perceived, the

more they watched TV for nonsocial motives (e.g., to avoid homework, chores and eliminate boredom), the more they watched TV as a source of information, the less they perceived that criminals like jail, the less they enjoyed Drama and perceived physical aggression in Drama.

The more viewers perceived victims as physically retaliating: the more they use TV as a source for information, the less they perceived consequences for criminals on TV, the more they perceived criminals as liking jail, the more they watch Drama.

The more viewers perceived assailants as family members (related to victims): the more they perceive consequences to criminals on TV, the fewer negative evaluations of themselves compared with kids and homes on TV, the less they enjoy Crime/Crime Adventure and Situation Comedies or watch Children's programmes, the more they perceive psychological aggression in Situation Comedies but do not perceive physical aggression in Drama.

The more viewers perceived assailants as friends of victims: the older the children, the less their parents encourage TV watching, the less they watch TV for social motives (e.g., when angry with someone or want to be alone), the fewer constructive solutions they see on TV for conflict situations, the more they enjoy Situation Comedies but dislike Drama, the fewer victims they perceive in Situation Comedies.

The more viewers perceive physical consequences (e.g., shot, hit) for assailants: the fewer aggressive characteristics they perceive in TV characters, the more they watch and enjoy Drama and perceive victims.

The more viewers perceive verbal/psychological consequences (e.g., scolded, "told off") for assailants: the more attractive criminal activities were perceived, the more non-social motives (e.g., boredom) for watching TV, the less they enjoy Drama, the more they perceive psychological aggression in Drama and Situation Comedies.

The more viewers perceive psychological withdrawal (e.g., loss of



status and love) as consequences for assailants: the more their parents discourage TV watching, the less they enjoy Children's programmes, the more they perceive psychological aggression in Situation Comedies and Drama.

The more viewers perceive assailants as experiencing psychological/emotional consequences (e.g., guilt, remorse): the younger the child, the lower the viewers' activity level, the more introverted the viewers, the more programmes the parents believe are inappropriate for their children, the less viewers believe in rehabilitation of criminals, the greater viewers' abilities to guess up-coming events in TV programmes, the less viewers watch Crime/Crime Adventure.

The happier viewers were when they saw the consequences for assailants: the less attractive were criminal activities, the more they believe criminals like jail, the more they watch and enjoy Situation Comedies. The more sad and angry viewers were when they saw consequences for assailants on TV: the more attractive seeing real-life aggression, the greater their pretend-victimization, the more things which frighten them on TV, the less they watch Situation Comedies, the more they perceive victims in Drama, the more they perceive psychological aggression in Situation Comedies and Drama.

The greater viewers' criminal stereotyping (e.g., criminals like being chased by police, being a criminal is exciting): the lower their grades in school, the more extroverted they are, the closer the parent-child relationship, the greater their sensitization (e.g., afraid when alone after dark), the more they enjoy Situation Comedies.

The variables which most influence viewers' perceptions of: violence, the reactions of victims, and the consequences for victims, and the viewers' emotional reaction to these consequences, were: their preferences for programmes other than Crime/Crime Adventure (and often the avoidance of



these programmes as shown by negative correlations), their sensitivities to psychological forms of aggression, and their parents' lack of encouragement or discouragement of TV watching. That is, children who avoid violent programmes, recognize overt and subtle forms of violence. They have parents who take an active role in helping them make the best selections for TV-viewing; and as a result, the children's perceptions of violence are the most discerning and sensitive. Three other important trends should be noted. First, younger children perceive more emotional consequences on TV than older children; this may imply increased desensitization as children grow older (although other findings are inconsistent with this notion) and/or young children respond spontaneously to the emotional reactions of others by virtue of their lack of cognitive/interpretative overlay, i.e., the older the child, the more s/he may deny, interpret, and/or distort the emotional consequences for criminals. Second, depending upon the kinds of perceptions of violence, the motives for TV-watching appear to be important, e.g., children who watch TV to avoid homework, chores and to eliminate boredom and/or avoid social motives are likely to be sensitive to verbal forms of violence (e.g., the victims retaliate by "telling off") and the relationship between the victim and assailant. Third, it appears that introverted children may be more sensitive to threat and violent situations, e.g., they see alternatives to violence and perceive subtle forms of violence on TV, while extroverted children stereotype criminals (i.e., not sensitive to differences among people and kinds of violence).

Aggressive attitudes and dispositions. Viewers who have aggressive attitudes toward criminals (e.g., believe in capital punishment, believe people should have guns) were found to be related to several variables. The greater this aggressive attitude toward criminals: the younger the child and the lower his/her grades in school, the less his/her mother and father watch aggression on TV, the warmer the parent-child relationship,

the greater the desensitization (less sensitization), the less use of books as sources for information, the fewer constructive solutions for problems perceived on TV, the more s/he talks with parents about TV contents, the less physical violence seen on Crime/Crime Adventure programmes.

The more viewers suggest aggressive solutions for conflict situations: the younger the children, the higher the socio-economic status of the family, the more parents discourage TV-watching, the closer the viewers sit to the TV, the more their parents watch violence on TV, the more attractive criminal activities are, the fewer nonsocial motives for watching TV, the less use of TV as a source for information, the more aggressive characteristics perceived in TV characters, the greater the perception of consequences for criminals on TV, the more they believe in rehabilitation of criminals, the less they enjoy watching violent behaviours on TV, and the less they watch Situation Comedies.

The more viewers admit that they used aggression in the last week: the more aggressive (actual and aggressive solutions) they were in Phase I (approximately 6 weeks before; this correlation shows stability of such a measure), the fewer constructive solutions they saw on TV, the less they believed that criminals like jail, the more they enjoyed Crime/Crime Adventure and watched and enjoyed Situation Comedies.

It appears that aggressive attitudes of viewers and what influence them depends upon the particular attitude or disposition. For example, viewers who take a "hard line" with criminals appear to be desensitized, see few constructive solutions on TV, and have parents who have avoided exposing their children to aggression. On the other hand, those who suggest aggressive solutions have parents who do watch TV violence and are somewhat sensitive to various forms of violence on TV. Both, however, are more likely to be found in younger children, and both do not prefer to watch violent programmes--which might sensitize them.

Sensitization. The greater the viewers' sensitization (e.g., would like to learn karate, believe someone is following them, believe parents should have a gun): the younger the viewers (implies desensitization with age?), the lower the socio-economic status of the family, the greater the pretend-victimization, the greater the sensitization score in Phase I (this shows stability of sensitization), the greater the social motives for watching TV (e.g., when lonely), the more they use TV as a source for information, the more things frighten them on TV, the more times viewers recall past transgressions while watching TV, the more viewers watch children's programmes and Drama and enjoy Crime/Crime Adventure and Children's programmes, the more they perceive victims in Situation Comedies and Children's programmes, with the latter perceived as having physical forms of aggression.

The greater viewers' interest in guns (e.g., play and real and ownership): the older the viewers, the lower the socio-economic status of their parents with the family having a single parent present, the more viewers watch TV for nonsocial reasons (e.g., boredom), the greater their desensitization, the greater use of TV as a source for information, the fewer constructive solutions and the more aggressive solutions they see for problems presented on TV, the fewer things which frighten them on TV and the fewer ways they attempt to avoid frightening contents, the more they enjoy Situation Comedies and the less they see victims in Situation Comedies.

The two measures for sensitization probably parallel the two aspects mentioned in the introduction: awareness (and vigilance) of the potential for violence and mobilization. And even a casual inspection of the correlations show quite different pictures for these two aspects. For example, awareness and vigilance may be the result of being frightened more by TV contents, being younger and feelings of guilt and watching violence; whereas for mobilization, perhaps a degree of desensitization is necessary (in order to justify the potential use of guns against people)--and as a result, they are no longer frightened by TV contents and do not prefer violence (or

they otherwise may be sensitized). The mobilized viewers being older and from lower socio-economic status parents may also account for their desensitization, this being due to perhaps more real-life exposure than televised exposure to violence (assuming as some authorities do, that lower socio-economic people are exposed to more violence through being victimized more often and having fewer resources available).

Victimization. Pretend-victimization (e.g., pretending hurt when not really hurt) in Phase II ~~was~~ correlated with a few variables from Phase I. The greater the pretend-victimization: the more aggressive solutions to problems), the more pretend-victimization admitted to in Phase I (this indicates stability of this characteristic), the more they watched TV for social motives (e.g., when lonely, angry with someone), the more ways they use to avoid being frightened by TV contents, the more victims they perceive on Children's programmes, and the more physical violence they say they see on Children's programmes.

Actual victimization (e.g., how many times they claim to have been hit, yelled at, called names in the last week) was also related to their previously reported aggressiveness (actual aggression and suggestions for aggressive solutions to problems). The more they were victimized: the fewer constructive solutions they perceived on TV to problems, the greater the recall of past transgressions while watching TV, and the more they enjoy Situation Comedies.

Both actual and pretend-victimization are related to being aggressive, i.e., those who are aggressive probably invite retaliation and their own victimization. Neither kind of victimization is related to preference for watching violence, although they do watch TV and are somewhat sensitive to violent contents. It was found that pretend-victimization is a rather stable characteristic, which may allow a child to manipulate others, to change roles from victim to victimizer--depending upon his/her anticipations



of consequences.

#### SUMMARY

The main purpose of this study was to determine the effects of TV upon young viewers. By "effect," we mean either that we can show a change in behaviour due to experimental manipulation (as in Phase II where differences among children viewing different programmes were found), or a behaviour which should not occur but does (e.g., a child who expresses fears about burglars breaking into his/her home shows a behaviour change from what should be a base rate of zero).

The following section presents the effects and summarizes the variables (kinds of viewers and their milieu) which significantly influence these effects. When there was considerable discrepancy among the variables and/or their direction of correlation, these variables were omitted from the lists under effects.

#### DISTORTION OF REALITY/IMAGES OF VIOLENCE

Variables influencing these effects were as follows:

##### Believing in criminal stereotypes

- Lower grades in school
- Extroverted
- Warm and positive parent-child relationship
- Sensitized
- Perceives subtle forms of violence on TV
- Enjoys violent TV programmes

##### High estimation of crime in Calgary

- Female
- Larger family
- More than 1 TV set
- Warm and positive parent-child relationship



Mother and father watch TV violence

Lack of parental discouragement of TV watching

TV on as "background noise"

Negative mood while watching TV

Perceives retaliation by victim/consequences (physical, verbal)

Male

Extroverted

Later born

Lack of parental discouragement of TV watching

Suggests aggressive solutions to everyday problems

Negative mood while watching TV

Prefers watching TV as source of information about world

Motives for watching TV: boredom, avoidance of homework and chores

Criminal activities perceived as attractive

Positive perception of criminals, criminal activities and violence in real-life

Older child

High activity level

More than 1 TV set

TV in child's bedroom

Cable TV (11 channels)

Mother watches TV violence

Perceives victims on TV as retaliating

Sad when aggressor receives consequences

Positive perception of criminals, violence and negative emotions on TV

Older child

High activity level

Introverted

More than 1 TV set

TV in child's bedroom

Cable TV (11 channels)

Perceives victims on TV as showing feelings

Perceives subtle forms of violence on TV and in real-life

Older child

Low activity level

Extroverted

Both parents present in home

Lower socio-economic status of family

Warm and positive parent-child relationship

Mother watches TV violence

Sad when aggressor receives consequences

Believing in rehabilitation of criminals

Male

Suggests aggressive solutions to everyday problems

Watches violent TV programmes

AGGRESSIVE ATTITUDES AND DISPOSITIONS

Variables influencing these effects were as follows:

Actual use of aggression in everyday situations

Larger family

High activity level

Unhappy

Loud volume on TV preferred

TV on as "background noise"

Parental encouragement of TV watching

Mother watches TV violence

Afraid of parents

Motives for watching TV: boredom, avoidance of homework and chores

Talks with friends about TV

Prefers friends as source of information about world

Low belief of criminal stereotypes

High estimation of crime in Calgary

Positive perception of violence in real-life

Belief that homes and children on TV better/happier than own/self

Enjoys watching negative emotions on TV

Pretends being victimized

Recalls past transgressions while watching TV

Blames TV for own transgressions

Has nightmares about TV contents

Enjoys watching violent TV programmes

Suggests physically aggressive solutions to everyday problems

Male

High activity level

Actual use of aggression in everyday situations

Avoids using books as source of information about world

Positive mood while watching TV

Positive perception of criminals, criminal activities and  
violence in real-life

Enjoys watching violent behaviours on TV

Dislikes watching prosocial behaviours on TV

Not frightened by TV contents

Not emotionally reactive while watching TV

Pretends being victimized

Recalls past transgressions while watching TV

Blames TV for own transgressions

Watches violent TV programmes

Suggests psychologically aggressive solutions to everyday problems(indirect aggression is excluded)

Female

Older child

Lack of parental discouragement of TV watching

Actual use of aggression in everyday situations

Enjoys "fast" programmes

Motives for watching TV: boredom, avoidance of homework and chores

Watches TV when alone

Talks with friends about TV

Perceives consequences to criminals on TV

Believes in criminal stereotypes

Perceives subtle forms of violence

Perceives police negatively

Perceives criminals positively

Enjoys watching violent behaviours on TV

Enjoys watching negative emotions on TV

Avoids being frightened by TV contents

Emotionally reactive while watching TV

Has dreams about TV contents

Possesses aggressive attitudes about criminals

Younger child

Lower grades in school

Parents avoid watching TV violence

Warm and positive parent-child relationship

Avoids using books as source of information about world

Talks with parents about TV

Desensitized

SENSITIZATION/DESENSITIZATION

Variables influencing these effects were as follows:

Sensitization

Lower socio-economic status of family

Perceives police positively

Believes in criminal stereotypes

Motives for watching TV: lonely, when angry with someone, when  
wants to be alone, when doing homework

Prefers TV as source of information about world

Actual victimization by others

Negative mood while watching TV

High estimation of violence on TV

Believes that homes and children on TV better/happier than own/self

Enjoys watching prosocial behaviours on TV

Perceives victims on TV as running away or doing nothing

Perceives consequences to criminals on TV

Frightened by TV contents

Avoids being frightened by TV contents

Guesses next events on TV programmes

Recalls past transgressions while watching TV

Perceives subtle forms of violence

Has nightmares about TV contents

Pretends being victimized

Enjoys watching TV violence

Desensitization

Older child

Mother watches TV violence

Possesses aggressive attitudes about criminals

Interested in guns for self and parents

(Perhaps--obverse of previous list)



Interest in guns for self and parents

Older child

Lower socio-economic status of family

Single parent family

Motives for watching TV: boredom, avoidance of homework and chores

Prefers TV as source of information about world

Desensitized

Does not perceive victims on TV programmes

Negative mood while watching TV

Perceives victims on TV as running away or calling for help

Is happy when aggressor on TV receives consequences

Frightened by TV contents

Avoids being frightened by TV contents

Recalling of past transgressions while watching TV

Older child

Larger family

Warm and positive parent-child relationship

Cable TV

Dreams/nightmares about TV contents

Younger

Low activity level

Lack of parental discouragement of TV watching

Becomes upset when sees TV violence

Watches violent TV programmes

VICTIMIZATION

Variables influencing these effects were as follows:

Actual victimization

Believes that TV contents represent reality

Actual use of aggression in everyday situations

Suggests aggressive solutions to everyday problems

Believes that aggressors on TV do not receive consequences from  
the legal system

Does not believe that criminals get caught by police

Perceives police negatively

Recalls past transgressions while watching TV

#### Pretends Victimization

High activity level

Actual victimization by others

Actual use of aggression in everyday situations

Sensitized

Motives for watching TV: when lonely, angry with someone, to be  
alone, while doing homework

Talks with parents and friends about TV

Believes that TV contents represent reality

Prefers using friends and TV as sources of information about  
world, avoids parents

Does not understand many programmes on TV

Perceives subtle forms of violence on TV

Perceives criminals positively

Perceives victims on TV as calling for help

Perceives consequences for criminals on TV

Enjoys watching violent behaviours on TV

Enjoys watching negative emotions on TV

Frightened by TV contents

Avoids being frightened by TV contents

Emotionally reacts while watching TV

Sad when sees consequences for aggressor on TV

Recalls past transgressions while watching TV

Blames TV for own transgressions

Has dreams and nightmares

#### RATIONALIZATION (BLAMING TV FOR TRANSGRESSIONS)

Variables influencing this effect were as follows:

Male

Older child

Both parents in the home

Father watches TV violence

Actual use of aggression in everyday situations

Perceives subtle forms of violence

#### CONCLUSION

We have found evidence for each effect of viewing televised violence that was initially proposed. We have usually found different aspects within each effect, with each aspect forming differing clusterings of variables (and yet overlapping to some extent). Practically every variable which was included in this project showed up in several significant correlations among one another and with effects. Of course, some small proportion of these "significant" correlations may have been happenstance; nevertheless, the appearance and reappearance of many correlations under different circumstances and among different measures of the variable or effect give them credence and ultimately utility.

The development of the previous lists and their associated effects is one of the first serious attempts at developing comprehensive and research-based "profiles" of viewer and environmental characteristics for the specific and numerous effects of televised violence. We hope that such information can be applied to a thoughtful and sophisticated understanding of the myriad effects upon young viewers--with the result being a greater attempt to educate (or otherwise sensitize) parents, educators and personnel in the communications industry to the complexities of such effects. Ultimately,

we should be prepared to develop materials for such people, so that they can predict and prevent and/or remedy such effects as deemed necessary.

## References

- Bandura, A. Vicarious processes: A case of no-trial learning. In L. Berkowitz (Ed.), Advances in experimental social psychology (Vol. 2). New York: Academic Press, 1965. Pp. 1-55
- Bandura, A. Principles of behavior modification. New York: Holt, Rinehart and Winston, 1969.
- Bandura, A. Aggression: A social learning analysis. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.
- Foss, L., & Fouts, G. Effects of frustration and cathartic opportunity on aggression in children. Paper presented to the American Psychological Association, Chicago, August, 1975.
- Fouts, G. Effects of race and age of an audience on social facilitation in Black and white children. Report for the Department of Health, Education and Welfare, Washington, D.C. (AMGC: IRO3MH22520-01), 1973.
- Fouts, G. Sexual discrimination: Some distinctions, dimensions, and issues. Paper presented to the Women's Studies in Higher Education Seminar, University of Calgary, May, 1975.
- Gerbner, G. Violence in television drama: Trends and symbolic functions. In U. S. Surgeon General's Scientific Advisory Committee on Television and Social Behavior. Television and social behavior (Vol. 1): Media content and control. Washington: U.S. Government Printing Office, 1972. Pp. 28-187
- Long, M., & Simon, R. The roles and statuses of women and children and family television programs. *Journalism Quarterly*, 1974, 51, 107-110.
- U.S. Surgeon General's Scientific Advisory Committee on Television and Social Behavior. Television and social behavior (Vols. 1-5). Washington: U.S. Government Printing Office, 1972.



Appendix A

"TV Preferences" Interview

"Personal Experiences" Interview

"TV Perceptions" Interview

"Parents' Questionnaire"



TV PREFERENCES

Do you ever watch	How Often N Sm Lts	How much Like:N Sm Lt	Anyone Hurt:Who?	How hurt?	Why did _____ get hurt?
Flintstones					
Bionic Woman					
Jacques Cousteau					
Starsky & Hutch					
Sesame Street					
Waltons					
Donnie & Marie					
6 Million Dollar Man					
World of Disney					
Adam 12					
Happy Days					
Bugs Bunny/Road Runner					
Wild Kingdom					
S.W.A.T.					
M*A*S*H					
Little House/Prairie					
Carol Burnett					
All in the Family					
Let's Make a Deal					
Excuse My French					

Do you ever watch	How often N Sm Lts	How much Like: N Sm Lt	Anyone Hurt: Who?	How hurt?	Why did _____ get hurt?
Match Game					
Maude					
Partridge Fam.					
Laverne & Shirley					
Gilligan's Is.					
Forest Rangers					
Rhoda					
Welcome Back, Kotter					
Mary T. Moore					
Sidestreet					
Phyllis					
Emergency					
Jeffersons					
Kojak					
Brady Bunch					
Beachcomers					
Sonny & Cher					
Good Times					
Saturday Morn Cartoons					
Superman Cartoon					

Underlining denotes the programmes which will be asked the last 3 questions concerning "hurt"

IF NEED TO ELIMINATE PROGRAMMES, ELIMINATE THOSE NOT UNDERLINED

PERSONAL EXPERIENCES

Viewer's name: \_\_\_\_\_

1. Have you ever talked to a policeman/policewoman or Mountie? \_\_\_\_No \_\_\_\_Yes

2. Have you ever seen a real criminal? \_\_\_\_No \_\_\_\_Yes

3. OPEN-ENDED QUESTIONS

A. When your mother does something you don't like, what do you do?

B. When someone gets upset (angry) with you, what do you do?

C. When someone accidentally (didn't mean to) hurts you, what do you do?

D. When someone breaks something of yours, what do you do?

E. When you get upset (angry) with someone, what do you do?

F. When you're waiting in line and someone gets in front of you, what do you do?

G. When someone takes something of yours, what do you do?

H. If someone called you a name, what would you do?

4. Would you like to be a policeman(woman) or Mountie? \_\_\_\_No \_\_\_\_Yes

5. Would you like to be a criminal? \_\_\_\_No \_\_\_\_Yes

6. In the last week, how many times have you

\_\_\_\_Hit someone

\_\_\_\_Yelled at someone

\_\_\_\_Called someone a name

\_\_\_\_Told someone how you feel inside

\_\_\_\_Helped someone

\_\_\_\_Tattled on someone

\_\_\_\_Not talked to someone because you were angry

\_\_\_\_Hurt someone's feelings

CODE: 0 = none

1 = 1 or 2

2 = 3 or 4 (some)

3 = 5+ (several)

7. When you are talking to your parents, are you usually (check if responds "yes").ParentsAlone

\_\_\_\_Happy.....\_\_\_\_

\_\_\_\_Afraid.....\_\_\_\_

\_\_\_\_Excited.....\_\_\_\_

\_\_\_\_Angry/upset.....\_\_\_\_

\_\_\_\_Don't understand things...\_\_\_\_

\_\_\_\_Tired.....\_\_\_\_

When you are by yourself, are you usually (check above if responds "yes").8. Do your parents: (check if responds "yes")

\_\_\_\_Always know what to do

\_\_\_\_Understand you

\_\_\_\_Help you

\_\_\_\_Know how you feel



9. Have you ever seen people: (check if responds "yes")

- ☐ Hit each other
- ☐ Tell (tattle) on each other
- ☐ Hurt each other's feelings
- ☐ Yell at each other
- ☐ Tell how they feel inside
- ☐ Call each other names
- ☐ Help each other
- ☐ Not talk because they were angry
- ☐ Say they were sorry

10. In our city, Calgary, how many shootings there are every week:

☐ None    ☐ 1    ☐ 5    ☐ 10    ☐ 50    ☐ 100    ☐ 1000    ☐ 10,000

How many robberies? ☐ None    ☐ 1    ☐ 5    ☐ 10    ☐ 50    ☐ 100    ☐ 1000    ☐ 10,000

How many fights where people really get hurt?

☐ None    ☐ 1    ☐ 5    ☐ 10    ☐ 50    ☐ 100    ☐ 1000    ☐ 10,000 (or ☐ Some ☐ Lots)

11. Would you like to: (check if responds "yes")

- ☐ Stay in jail for a week
- ☐ try to rob a bank or be a burglar
- ☐ Be chased by the police
- ☐ See a real bank robbery

12. Do you sometimes like to: (check if responds "yes")

- ☐ See people fighting
- ☐ See people get angry
- ☐ See people being scared
- ☐ See people getting hurt
- ☐ See people helping each other
- ☐ See people telling how they feel inside
- ☐ See people yelling at each other
- ☐ See people calling each other names
- ☐ See people hurting each other's feelings
- ☐ See people telling on each other
- ☐ See people not talking when they are angry

Do you ever pretend:

- ☐ Being sad when you're really not sad
- ☐ Having a secret
- ☐ Being angry when you're really not angry
- ☐ Hitting someone
- ☐ Helping someone
- ☐ Having more money than you really do

13. Do you ever think there is a burglar breaking into your house? ☐ No ☐ Yes  
 Do you put away your bicycle at night so that someone won't steal it? ☐ No ☐ Yes  
 Do you ever hide money so that someone won't take it? ☐ No ☐ Yes

14. Of all the grownups (adults) you really know, who is your favorite person?

Is he/she: (check if responds "yes") \_\_\_\_\_ (real person)

☐ Strong  
☐ Smart  
☐ Exciting  
☐ Ever get hurt  
☐ Happy  
☐ Help people  
☐ Ever hurt people  
☐ Do anything wrong

"yes"

15. When you're angry with someone, do you watch TV?..... ☐  
 When you're sad, do you watch TV?..... ☐  
 When you're tired of being with people, do you watch TV?..... ☐  
 When you don't feel like doing school work, do you watch TV?..... ☐  
 When you don't feel like doing chores at home, do you watch TV?.... ☐  
 When you feel lonely, do you watch TV?..... ☐  
 When you don't have anything to do, do you watch TV?..... ☐

16. When you don't have anything to do, would you rather: (check only one)

☐ Watch TV  
☐ Play with a friend (or talk)  
☐ Play (be) alone

17. If you wanted to know about animals, how would you find out? \_\_\_\_\_

Give choices: Would you

1. Look at a book
2. Ask a friend
3. Ask parents (other adults)
4. Watch TV
5. Other response (write it in blank)

If you wanted to know how people hurt people, would you \_\_\_\_\_

If you wanted to know how to help someone, would you \_\_\_\_\_

REPEAT CHOICES

If you wanted to know about guns, knives and bombs, would you \_\_\_\_\_

If you wanted to know about criminals, would you \_\_\_\_\_

If you wanted to know how to break into a house, would you \_\_\_\_\_

18. Do you have: ☐ Lots of friends ☐ 2 or 3 friends

19. In the past week, how happy have you been? (check only one)

☐ Happy  
☐ A little happy  
☐ A little sad  
☐ Sad

## TV PERCEPTIONS

Viewer's name \_\_\_\_\_

ON ANY QUESTION IN WHICH VIEWER RESPONDS "DON'T KNOW" (AFTER PROMPTING) LEAVE BLANK.

\*\*\*denotes OPTIONAL QUESTION

1. Who is your favorite character on TV? \_\_\_\_\_

Is he/she: (check if responds "yes")

- ☐ Strong  
☐ Smart  
☐ Exciting  
☐ Ever hurt people  
☐ Happy  
☐ Help people  
☐ Ever get hurt  
☐ Do anything wrong

2. Have you ever seen the Bionic Woman and 6 Million \$ Man?      No      Yes

BW 6M A E S C

If "Yes," who is stronger.....                                
     smarter.....                                
     exciting.....                                
     ever hurts people.....                                
     happier.....                                
     helps people more.....                                
     gets hurt more.....                                
     does more things wrong..                              

Have you ever seen Archie and Edith Bunker from All in the Family?      No      Yes.

If Yes, ask adjectives from above.

\*\*\* Have you seen Sonny and Cher?      No      Yes If YES, ask adjectives from above.

\*\*\*3. What do police on TV do?

4. On TV, are police: Police Criminals

- ☐ Strong.....      
☐ Smart.....      
☐ Exciting.....      
☐ Ever get hurt.....      
☐ Happy.....      
☐ Help people.....      
☐ Hurt people.....      
☐ Do anything wrong..

\*\*\*5. On TV, what do criminals (bad guys) do?

6. On TV, are criminals...(check characteristics in Question 4).

7. What is you favorite program on TV? \_\_\_\_\_

When you watch this program, how do you feel? (check if responds "yes")

- Do you feel: ☐ Happy  
               ☐ Afraid  
               ☐ Excited  
               ☐ Angry or upset  
               ☐ Don't understand things, confused  
               ☐ Tired

8. Are there any TV programs which you don't understand? ☐ No ☐ Yes
9. Here are some things you have probably seen on TV. Can you tell me what usually happened?

# OPEN-ENDED QUESTIONS

- A. If a boy/girl (same sex as S) did something wrong, what did mother do?
- B. If two people were upset (angry) with each other, what would they do?
- C. If a person got hit on the head while playing a ball game, what would he/she do?
- D. If a man crashed his friend's car, what would his friend do?
- E. If some kids were waiting in line and one was pushed out of line, what would the one pushed out of line do?
- F. If a kid grabbed some money from another, what would the child do who lost the money?
- G. If a youngster screamed at another, what would the youngster do who was screamed at?
- H. If a man called his wife a name, what would she do?
10. On TV: (check if response is "yes")

Do people:                    ☐ like each other  
                                  ☐ talk a lot  
                                  ☐ hurt each other's feelings  
                                  ☐ help each other  
                                  ☐ tell (tattle) on each other  
                                  ☐ understand each other  
                                  ☐ not talk when they are angry  
                                  ☐ friendly  
                                  ☐ know what to do  
                                  ☐ yell at each other  
                                  ☐ hurt each other  
                                  ☐ tell how they feel inside

11. How many robberies have you seen on TV? ☐ None ☐ Some ☐ Lots  
 How many fights? ☐ None ☐ Some ☐ Lots  
 How many people helping each other? ☐ None ☐ Some ☐ Lots  
 How many people killed? ☐ None ☐ Some ☐ Lots

12. On TV, what happens when a criminal is caught by the police?

On TV, what happens when two people are fighting and they are stopped by the police?

13. On TV, does a criminal like jail? ☐ No ☐ Yes
14. Have you ever seen a child spanked on TV? ☐ No ☐ Yes
15. Do you like fast programs on TV? ☐ No ☐ Yes. If "yes," what are some?

16. After a robber is sent to jail, and he finally gets out, what does he do?

OPEN-ENDED

If "don't know," check here: \_\_\_\_

Regardless of answer: Does he steal again? \_\_\_\_  
 Does he go to school? \_\_\_\_  
 Does he get a job? \_\_\_\_

- After a killer is sent to jail, and he finally gets out, what does he do?

OPEN-ENDED

If "don't know," check here: \_\_\_\_

Regardless of answer: Does he kill again? \_\_\_\_  
 Does he go to school? \_\_\_\_  
 Does he get a job? \_\_\_\_

17. Is it sometimes fun to watch: (check if responds "yes")

\_\_\_ Fighting on TV  
 \_\_\_ People get angry on TV  
 \_\_\_ People get scared on TV  
 \_\_\_ People helping each other on TV  
 \_\_\_ People getting hurt on TV  
 \_\_\_ A policeman shoot a criminal  
 \_\_\_ People being friendly on TV  
 \_\_\_ People yelling at each other on TV  
 \_\_\_ People calling each other names on TV

18. Do these things on TV ever frighten (scare) you while watching? (check if responds "yes")

\_\_\_ Monsters  
 \_\_\_ Ghosts  
 \_\_\_ Police  
 \_\_\_ Police  
 \_\_\_ People screaming  
 \_\_\_ Fighting  
 \_\_\_ Cartoons  
 \_\_\_ Crying  
 \_\_\_ Hurt feelings  
 \_\_\_ Shooting  
 \_\_\_ Criminals      Is there anything else which frightens you?

19. When you do get frightened when watching TV, what do you do? (check if responds "yes")

\_\_\_ Hide/close eyes  
 \_\_\_ Afraid to move, "scared stiff"  
 \_\_\_ Turn off the TV  
 \_\_\_ Go tell someone  
 \_\_\_ Turn the channel  
 \_\_\_ Watch it anyway  
 \_\_\_ Pretend not afraid

If answered, "watch it anyway," why?

20. How much do you talk to your parents about what you've seen on TV?

\_\_\_ None      \_\_\_ Some      \_\_\_ Lots

What do you talk about? (OPEN-ENDED)



\*21. Do you ever get tired of commercials on TV? ☐ No ☐ Yes  
If "yes," which ones?

\*22. What do you see on TV that you would like to do?

23. When you're watching TV, do you sometimes like being (check if responds "yes")  
☐ Scared ☐ Excited ☐ Sad ☐ Upset

24. How much do you talk to your friends about what you've seen on TV?  
☐ None ☐ Some ☐ Lots

What do you talk about? (OPEN-ENDED)

25. When you see homes on TV, are they nicer than yours? ☐ No ☐ Yes  
Are kids happier on TV than you?..... ☐ No ☐ Yes  
Do kids on TV have more things than you?..... ☐ No ☐ Yes  
Do kids on TV have more friends than you?..... ☐ No ☐ Yes

26. How much is the TV on when no one is watching it? ☐ None ☐ Some ☐ Lots

27. Do you watch TV (check if responds "yes")

☐ By yourself  
☐ With friends  
☐ With parents  
☐ While doing school work  
☐ While eating

28. Do you sometimes guess what will happen at the end of a program? ☐ No ☐ Yes  
\*\*\*Do you know when a commercial is about to begin?..... ☐ No ☐ Yes  
Do you like guessing what will happen next in a program?..... ☐ No ☐ Yes

\*29. When you see someone get angry with a youngster (child) on TV, does that make you remember when someone was angry with you? ☐ No ☐ Yes

When you see fighting on TV, do you sometimes remember when you hit someone? ☐ No ☐ Yes

When you see someone stealing on TV, do you ever remember taking something that you shouldn't have? ☐ No ☐ Yes

When you see someone on TV hurting a person's feelings, do you sometimes remember when you hurt someone's feelings? ☐ No ☐ Yes

30. When you watch TV, do you like the sound (volume) ☐ soft ☐ loud ☐ very loud?

31. Have you ever done something because you saw it on TV? ☐ No ☐ Yes  
If "yes," what?

Have you ever told your mother (father) that you did something because you saw it on TV? ☐ No ☐ Yes If "yes," what?

32. Do you ever dream at night about things you've seen on TV? ☐ No ☐ Yes  
\*\*\*If "yes," what?

Do you ever have "nightmares" about things you've seen on TV? ☐ No ☐ Yes

33. Do you think you watch too much TV? ☐ No ☐ Yes If "yes," why?

34. Do you learn things you shouldn't by watching TV? ☐ No ☐ Yes  
If "yes," what?

35. Is there anything which makes you really upset when you see it on TV?  
☐ No ☐ Yes If "yes," what?

\*\*\*36. Which kinds of programs do you like the best? Ones which  
☐ Tell a story or ☐ Just show you something?

\*\*\*Delete if attention span of viewer is short.

PARENT'S QUESTIONNAIRE

Parent completing questionnaire: ☐ Mother ☐ Father

Child's name: \_\_\_\_\_ Sex: ☐ M ☐ F

Child's birthdate: \_\_\_\_\_ Grade in school (Fall, 1976): \_\_\_\_\_

Marks in school: ☐ Doesn't receive marks

☐ As ☐ As&Bs ☐ Bs ☐ Bs&Cs ☐ Cs ☐ Cs&Ds ☐ Ds ☐ Ds&Fs ☐ Failed

(in some schools, they grade: ☐ Satisfactory ☐ Unsatisfactory)

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Brothers/Sisters (give ages & sex): \_\_\_\_\_

\_\_\_\_\_

Others living in home? ☐ No ☐ Yes

Occupations: Mother \_\_\_\_\_ Father \_\_\_\_\_

(if mother or father is not living in household, write "absent")

Number of working TV's in home: ☐ Black & White ☐ Colour

Location(s) of TV(s):

Does your child have a TV in his bedroom? ☐ No ☐ Yes

Do you have cable TV? ☐ No ☐ Yes

\*\*\*\*\*

IF THERE IS NO TV IN THE HOME, PLEASE GIVE THE REASON:

IF THERE IS NO TV IN THE HOME: PLEASE SKIP QUESTIONS 1 - 9, and  
ANSWER QUESTIONS 10 - 11.

\*\*\*\*\*

1. How often do you try to discourage your child from watching TV?

☐ Never ☐ Occasionally ☐ Often

If you checked "occasionally" or "often", why didn't you want your child to watch TV? (Put 1 for the most important reason, 2 for the next important, etc.):

☐ Needs to do schoolwork

☐ Needs to do chores around home

☐ Needs to play with other children

- ☐ Use this as punishment when he/she is "bad"  
☐ Disapprove of programme  
☐ Someone else in home wants to watch a different programme  
☐ Watches too much TV  
☐ Other reason? \_\_\_\_\_

2. Does your child eat while watching TV? ☐ No ☐ Occasionally ☐ Often

Most youngsters tend to sit close to the TV while watching. Approximately how close does your child sit.

☐ 1-3 ft ☐ 3-6 ft ☐ 6-10 ft ☐ 10-15 ft ☐ 15-20 ft ☐ 20-25 ft ☐ Over 25 ft

3. When there are two different programmes on TV at the same time (for example, one on channel 5, and one on channel 9), who gets to choose the programme? (Put 1 for the most common way this is handled, 2 for the next most common, etc.):

WHEN TWO CHILDREN ARE INVOLVED (check here if this problem never occurs ☐)

- ☐ Parent decides  
☐ Children decide  
☐ Have a rule that they take turns  
☐ Have more than 1 TV, watch separately  
☐ Other? \_\_\_\_\_

WHEN A PARENT AND A CHILD WANT TO WATCH DIFFERENT PROGRAMMES  
(check here if this problem never occurs ☐)

- ☐ Parent decides  
☐ Child decides  
☐ Have a rule that we take turns  
☐ Have more than 1 TV, watch separately  
☐ Other? \_\_\_\_\_

4. When there is an announcement on TV saying that a particular programme "may not be appropriate for children," do you usually (check only one choice)

- ☐ Haven't heard this kind of announcement  
☐ Make sure child doesn't watch the programme  
☐ Don't believe the announcement  
☐ Sometimes let child watch the programme, because child is mature enough  
☐ Other? \_\_\_\_\_

5. Are there certain kinds of programmes which you feel are not appropriate for your child? ☐ No ☐ Yes

If you checked "yes", which of the following do you feel are often not appropriate for your child.

- ☐ Soap operas ☐ News ☐ Religious ☐ Sexual ☐ Sports ☐ Movies  
☐ Crime (Kojak, S.W.A.T., Starsky & Hutch, etc.)  
☐ Crime Adventure (Bionic Woman, 6 Million \$ Man, etc.)  
☐ Adult Family Shows (All in the Family, Maude, M\*A\*S\*H, etc.)  
☐ Family Shows (Happy Days, Welcome Back, Kotter, Laverne & Shirley, etc.)  
☐ Children's Family Shows (Brady Bunch, Gilligan, Partridge Family, etc.)  
☐ Medical Shows (Marcus Welby, Medical Center, etc.)  
☐ Drama (Waltons, Emergency, Little House on the Prairie, etc.)  
☐ Children's Shows (World of Disney, Sesame Street, Mr. Rogers, etc.)  
☐ Cartoons (Bugs Bunny/Road Runner, Flintstones, etc.)  
☐ Game Shows (Let's Make a Deal, Match Game, etc.)  
☐ Musical & Variety (Sonny & Cher, Carol Burnett, etc.)

☐ Documentaries (Jacques Cousteau, Wild Kingdom, etc.)  
☐ Ethnic Shows (Jeffersons, Excuse My French, etc.)  
☐ Others? \_\_\_\_\_

6. Do you ever encourage your child to watch TV? ☐ No ☐ Occasionally ☐ Often

If you checked "occasionally" or "often", when do you do this? (Put 1 for the most important reason, 2 for the next most important, etc.):

☐ To keep child quiet, distract him/her  
☐ Child has favourite programme, and you remind him/her  
☐ So child can learn new things  
☐ So that parent and child can talk about things seen on TV  
☐ Child doesn't know what to do  
☐ To calm child, for example, child is too noisy, "quiet time" just before bedtime  
☐ Use TV watching as a reward when he/she is "good"  
☐ Other? \_\_\_\_\_

7. How often does your child watch TV with either or both parents?

☐ Never, almost never  
☐ Occasionally  
☐ Often  
☐ Almost always

How often does your child watch TV with friends, brothers, or sisters?

☐ Never, almost never  
☐ Occasionally  
☐ Often  
☐ Almost always

8. How much do the parents have the TV on - just for "background noise," no one is really watching?

☐ Never ☐ ½-1 hr per day ☐ 1-3 hrs per day ☐ 3-6 hrs per day  
☐ 6-9 hrs per day ☐ 9-12 hrs per day ☐ All the time

9. For the MOTHER (spouse may answer): When you watch TV, which of the following kinds of programmes do you watch, and how often?

(please make a check "✓" in the appropriate places)

	Never	Occasionally	Often
Soap Operas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
News.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Movies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime (Kojak, S.W.A.T., etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime Adventure (Bionic Woman, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult Family Shows (All in the Family, Maude, etc.)..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Shows (Happy Days, Laverne & Shirley, etc.)..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's Family Shows (Brady Bunch, Gilligan, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Shows (Marcus Welby, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama (Waltons, Emergency, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Never	Occasionally	Often
Children's Shows (World of Disney, Sesame Street, etc.).	___	___	___
Cartoons (Bugs Bunny/Road Runner, etc.).....	___	___	___
Game Shows (Let's Make a Deal, etc.).....	___	___	___
Musical & Variety (Sonny & Cher, etc.).....	___	___	___
Documentaries (Jacques Cousteau, etc.).....	___	___	___
Ethnic Shows (Jeffersons, Excuse My French, etc.).....	___	___	___
Others? _____	___	___	___

For the FATHER (spouse may answer): When you watch TV, which of the following kinds of programmes do you watch, and how often?

(please put an "X" in the appropriate places in the list above)

10. For this question, would you check the blanks which describe the way your child usually is:

	No	Yes, A Little Bit	Yes, Very Much
<u>DURING MEALS</u>			
Up & down at table.....	___	___	___
Interrupts without regard.....	___	___	___
Wiggling.....	___	___	___
Fiddles with things .....	___	___	___
Talks excessively.....	___	___	___
<u>TELEVISION WATCHING</u>			
Gets up & down during programme.....	___	___	___
Wiggles .....	___	___	___
Manipulates objects or body.....	___	___	___
Talks incessantly.....	___	___	___
Interrupts.....	___	___	___
<u>DOING HOMEWORK</u>			
Gets up & down.....	___	___	___
Wiggles.....	___	___	___
Manipulates objects or body.....	___	___	___
Talks incessantly.....	___	___	___
Requires adult supervision/attendance.....	___	___	___
<u>SLEEP</u>			
Difficulty settling down for sleep.....	___	___	___
Inadequate amount of sleep.....	___	___	___
Restless during sleep.....	___	___	___
<u>PLAY</u>			
Inability for quiet play.....	___	___	___
Constantly changing activity.....	___	___	___
Seeks parental attention .....	___	___	___
Talks excessively.....	___	___	___
Disrupts other's play.....	___	___	___
<u>BEHAVIOUR AWAY FROM HOME (EXCEPT SCHOOL)</u>			
Restlessness during travel.....	___	___	___
Restlessness during shopping (includes touching everything).....	___	___	___
Restlessness during church/movies.....	___	___	___
Restlessness during visiting people.....	___	___	___

11. For this question, circle the number which describes the way your child usually is:

A. Child engages in active play with other children.

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Almost Always</u>	<u>Always</u>
1	2	3	4	5	6	7

B. Child engages in conversation with other children.

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Almost Always</u>	<u>Always</u>
1	2	3	4	5	6	7

C. Child is anxious to be leader in many activities.

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Almost Always</u>	<u>Always</u>
1	2	3	4	5	6	7

D. Child can be described as lively and outgoing.

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Almost Always</u>	<u>Always</u>
1	2	3	4	5	6	7

E. When asked to do something by another child, this child responds without hesitation.

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Almost Always</u>	<u>Always</u>
1	2	3	4	5	6	7

F. Child tends to smile and laugh a lot.

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Almost Always</u>	<u>Always</u>
1	2	3	4	5	6	7

G. Child is eager to play with other children.

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Almost Always</u>	<u>Always</u>
1	2	3	4	5	6	7

H. Child is seen as cautious; thinks before he/she responds.

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Almost Always</u>	<u>Always</u>
1	2	3	4	5	6	7

I. Child gets upset easily.

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Almost Always</u>	<u>Always</u>
1	2	3	4	5	6	7

J. Child would rather engage in activity by himself/herself.

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Almost Always</u>	<u>Always</u>
1	2	3	4	5	6	7

THANK YOU VERY MUCH FOR YOUR GENEROUS COOPERATION AND HELP!!

If you wish to make additional comments, you can put them below:



Appendix B

Letter Sent to Schools

Newspaper Advertisement

Research Assistant Identification





June 28, 1976

Dear Parents:

We shall be interviewing approximately 400 children and teenagers (ages 6 - 14 years) during the month of July. The topic of the interview deals with their TV programme preferences, why and what children and teenagers like to watch (we are also interested in those children and teenagers who don't have a TV in the home).

The interview will take place in the home and will last between 45 and 60 minutes. Our experience indicates that children and teenagers enjoy participating in such an interview.

We will pay each youngster \$1.50 for participating. We also have a short questionnaire for the mother or father to complete, which can be filled out during the interview or sent in later.

If your youngster would like to participate - and you agree - please call one of the following numbers between 4 - 10 PM. At this time, we shall take your youngster's name and age and telephone number (more than one youngster from a family may participate). Approximately one week later, you will be called to arrange a convenient time for the interview.

The number to call between 4 - 10 PM:

Please feel free to call one of these numbers, if you need more information concerning the interview.

Thank you.

Sincerely,

Gregory T. Fouts, Ph.D.  
Associate Professor  
Department of Psychology  
The University of Calgary

GTF/at

Newspaper Advertisement

WANTED: CHILDREN & TEENAGERS (5-14 years)

TO PARTICIPATE IN TV RESEARCH  
(BY DR. G. FOUTS, UNIVERSITY OF CALGARY)

THIS RESEARCH INVOLVES AN HOUR INTERVIEW IN THE HOME.  
QUESTIONS CONCERNING PROGRAM PREFERENCES  
AND WHAT IS LEARNED WILL BE ASKED.

IF THE CHILD OR TEENAGER IS INTERESTED,  
AND THE PARENTS CONSENT,  
PLEASE CALL ONE OF THE FOLLOWING NUMBERS AFTER 5 P.M.:

July 28, 1976

To Whom It May Concern:

This is a letter of introduction for Research Assistant in the Psychology Department, University of Calgary. The purpose of this interview is to ask questions concerning the TV viewing habits and impressions of children and teenagers. Each participant will receive \$1.50 for his/her cooperation.

Sincerely,

GTF/lt

Gregory T. Fouts  
Associate Professor



Appendix C

"TV Reactions" Interview





Date: \_\_\_\_\_ Time: \_\_\_\_\_ Viewer chair #: \_\_\_\_\_

Viewer name: \_\_\_\_\_ Program \_\_\_\_\_

"TODAY, YOU'RE GOING TO SEE A PROGRAM FROM \_\_\_\_\_.

AND AFTER THE PROGRAM, WE'LL ASK YOU WHAT YOU THINK ABOUT IT. O.K.?

BUT BEFORE I TURN IT ON, I'D LIKE TO KNOW HOW YOU FEEL TODAY?"

How do you feel?

☐ Happy      ☐ Little happy      ☐ Little unhappy (sad)      ☐ Unhappy (sad)

☐ Tired      ☐ Little tired      ☐ Not tired at all

☐ Excited      ☐ Little excited      ☐ Not excited at all

"O.K., NOW I'M GOING TO TURN ON THE PROGRAM. WHEN THE PROGRAM IS OVER, I'LL COME BACK AND ASK YOU WHAT YOU THINK ABOUT IT? O.K.?"

(E turns on equipment, leaves by the entry door, and enters observation room)

#### PRESENTATION OF PROGRAM

Comments about viewer:

#### AFTER PROGRAM

"NOW, WE'LL GO INTO ANOTHER ROOM WHERE WE CAN TALK ABOUT THE PROGRAM - WHILE SOMEONE ELSE IS WATCHING IT." (E escorts S to interview room; after seated)

1. Have you seen this program (story) before on \_\_\_\_\_?

☐ No      ☐ Yes      ☐ Don't know

2. What did you think of the program?

3. Did the program

☐ Make you laugh: ☐ Lot or ☐ Little bit

☐ Scare you: ☐ Lot or ☐ Little bit

☐ Make you feel tired: ☐ Lot or ☐ Little bit

☐ Make you feel sad: Lot or ☐ Little bit

☐ Excite you: ☐ Lot or ☐ Little bit

\_\_Make you feel angry/upset: \_\_Lot or \_\_Little bit

\_\_Make you feel happy: \_\_Lot or \_\_Little bit

\_\_Surprise you: \_\_Lot or \_\_Little bit

\_\_Make you think about something? WHAT?

\_\_Does this really happen? (Shows you the way things really are?)

4. Would you like to see this program again? \_\_No \_\_Yes \_\_Don't know

5. Was anyone hurt or their feelings hurt? Who?

A.	B.	C.	D.
Was (A) _____			
Smart .....	_____	_____	_____
Rich .....	_____	_____	_____
Strong.....	_____	_____	_____
Do anything wrong .....	_____	_____	_____
Exciting .....	_____	_____	_____
Happy.....	_____	_____	_____
Shows how feels inside...	_____	_____	_____
Gentle/kind.....	_____	_____	_____
Likes people .....	_____	_____	_____
Likes to hurt people.....	_____	_____	_____
Brave (not afraid).....	_____	_____	_____
Would you like to meet...	_____	_____	_____

What did (A) do when hurt?

Who hurt (A) \_\_\_\_\_?

Did \_\_\_\_\_ ever get hurt or  
punished or have feelings hurt  
after he/she hurt (A)? How?  
(Probe: any other time?)

When (assailant) was  
punished, how did you feel?

Happy	Excited	Afraid	Happy	Excited	Afraid
Tired/bored	Angry/upset	Tired/bored	Angry/upset	Tired/bored	Angry/upset
Surprised	Sad	Surprised	Sad	Surprised	Sad

NOW LET ME ASK YOU SOME OTHER QUESTIONS

6. Are police in real-life Criminals  
(really)

Strong.....

Ever get hurt.....

Happy.....

Smart.....

Exciting.....

Hurt people.....

Do anything wrong.....

Help people.....

7. (check if "yes")

Is our city a pretty dangerous (scary, frightening) place to live in?

Do most killers get caught by the police?

Do you think that being a criminal is sometimes "exciting"?

Do criminals know they hurt people?

Do criminals like being chased by the police?

Do burglars/thieves like to steal?

Are criminals afraid of going to jail?

Do most robbers/thieves get caught by the police?

Are criminals afraid of the police?

8. Why do criminals sometimes shoot the people they are stealing from?  
(reasons other than attributions of "bad," "stupid," or "wanted to")

9. In our city, Calgary, guess how many shootings there are every week:

0 1 5 10 100 1000 10000 (Some Lots)

In our city, Calgary, guess how many robberies there are every week:

0 1 5 10 100 1000 10000 (Some Lots)

In our city, Calgary, guess how many fights there are every week,  
where people really get hurt:

0 1 5 10 100 1000 10000 (Some Lots)



10. Which is the easiest way to get money: ☐ Rob a store or ☐ Work, have a job.

Which is the easiest way to hurt a person's feelings:

☐ Hit him or Call him a name ☐

☐ Call him a name or Don't talk to him ☐

☐ Don't talk to him or Hit him ☐

Which is the easiest way to make a person angry:

☐ Call him a name or Hit him ☐

☐ Don't talk to him or Call him a name ☐

☐ Hit him or Don't talk to him ☐

11. We have other TV programs here, like SIDESTREET, ROAD RUNNER HOUR, S.W.A.T., FOREST RANGERS, HAPPY DAYS, WALTONS, BIONIC WOMAN, BEACHCOMERS, LAVERNE & SHIRLEY, EXCUSE MY FRENCH and EMERGENCY. Which program would you like to see?

Name: ☐ None

12. (check if "yes")

☐ Do you ever get scared when you go outside alone after dark?

☐ Would you like to own a real gun?

☐ Do you ever think there is a burgler trying to get into your house?

☐ Would you like to learn karate or kung fu (or have already learned)?

☐ Do you or your parents lock the doors when you leave home?

☐ Do you put your bicycle away at night so that someone won't steal it?

☐ Do you think your parents should have a gun in case a burgler tries to get into your house?

☐ Do you ever hide your money so that someone won't steal it?

☐ Do you sometimes think someone is following you?

☐ Do you feel safe when you see a policeman?

☐ Do you or your parents lock your doors before you go to sleep?

13. Do (did) you play with toy guns or squirt guns? ☐ No ☐ Yes:

☐ Little ☐ Some ☐ Lots

Have you ever shot a real gun, like a pellet gun, B-B gun, rifle?

☐ No ☐ Yes: ☐ Little ☐ Some ☐ Lots

Do you own a real gun, like a pellet gun or B-B gun? ☐ No ☐ Yes

14. If you saw a (same-aged) -year-old boy stealing a candy bar, what would you do?

If you saw two kids fighting, what would you do?

If you saw a little kid fall off a swing and hurt himself, what would you do?

If you saw a kid breaking a street light with a rock, what would you do?

15. If a burgler (robber) is breaking into someone's house, is it all right for the owner to shoot the burgler (robber)? ☐ No ☐ Yes  
WHY?

16. (code: Y = yes, QY = qualified yes (e.g., "depends"), N = No

☐ Should police carry guns?

☐ Should all criminals be punished?

☐ Should people have guns in their homes to protect themselves?

☐ Are there just two kinds of people: the weak and the strong?

☐ Should killers be killed ("an eye for an eye,"), believe in capital punishment?

☐ If someone hits a person, should he hit back?

☐ If someone hurts a person's feelings, should he have his feelings hurt back?

17. OPEN ENDED

When there are two kids but only one swing, what should they do?

When two kids are mad at each other, what should they do?

When there are two kids who want to watch two different TV programs and there is only one TV set, what should they do?

When two kids are teasing each other, hurting each other's feelings, what should they do.

18. Do you ever pretend (fake) (give real-life examples if necessary)?

\_\_\_ Being hurt when you really aren't hurt

\_\_\_ That someone took something from you

\_\_\_ That someone hurt your feelings (being sad when you're really not sad)

\_\_\_ Being angry when you're really not angry

19. In the last week, how many times have

\_\_\_ You hit someone..... \_\_\_ You've been hit

\_\_\_ You yelled at someone..... \_\_\_ You've been yelled at

\_\_\_ You called someone a name..... \_\_\_ You've been called names

\_\_\_ You told someone how you feel inside..... \_\_\_ Someone told you how he feels

\_\_\_ You tattled (told on) someone..... \_\_\_ You've been told on

\_\_\_ You hurt someone's feelings..... \_\_\_ Someone has hurt your feelings

CODE: 0 = none  
1 = 1 or 2  
2 = 3 or 4 (some)  
3 = 5+ (lots, several)







